

**IMPROVING STUDENTS' SKILLS OF WRITING SHORT VERSION OF
NARRATIVE TEXTS BY USING COMIC STRIPS FOR THE ELEVENTH
GRADE OF SCIENCE CLASS OF MAN YOGYAKARTA II IN THE
ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
in the English Language Education**



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2015**

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RATIFICATION

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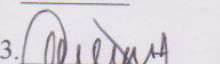
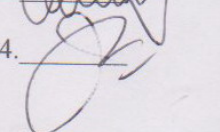
A Thesis

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Accepted by the Board of Examiners of Faculty of Languages and Arts, State University of Yogyakarta, on 22 May 2015 and declared to have fulfilled the Requirements for the Attainment of the *Sarjana Pendidikan* Degree in English Language Education

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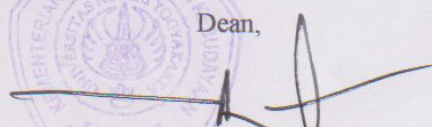
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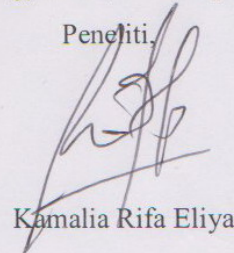
Judul Skripsi : *Improving students' skills of Writing Short Version of Narrative Text by Using Comic Strips for the Eleventh Grade of MAN Yogyakarta II in the Academic Year of 2012/2013*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, May 2015

Peneliti,



Kamalia Rifa Eliya

DEDICATIONS

*I fully dedicate this thesis to my beloved father, mother, my sister, my brother
and my best friends.*

MOTTO

We can't reach a success fullness without works, prays, and resignation
Always put to our God into your deep heart,

"wa man jaahada fa-innamaa yujaahidu linafsihi."

"Barangsiapa bersungguh-sungguh,
sesungguhnya kesungguhannya
itu adalah untuk dirinya sendiri."
(QS Al-Ankabut [29]: 6)

*"Without action, you aren't going anywhere."
(Mahatma Gandhi)*

The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand.

Vince Lombardi

All our dreams can come true, if we have the courage to pursue them.

Walt Disney

All you need in this life is ignorance and

confidence, and then success is sure.

Mark Twain

The difference between a successful person and others is not a lack of
strength, not a lack of knowledge, but rather a lack of will.

Vince Lombardi

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First of all, I would like to express my deepest gratitude and praise to Allah SWT for his mercy and blessing so that I could finish my thesis well. Peace be upon to Muhammad SAW who taught human beings to believe in Allah the Almighty.

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My gratitude also goes to all of the lecturers of English Education Department for their kindness during my study. I also express my true gratitude to the big family of MAN Yogyakarta II, particularly Jumiyrini, S.Pd., and students of XI Science 1, who have voluntarily assisted me and been involved in the research.

My special thanks go to my beloved parents, my sister, my brother, and all of the family members, for their endless prayers, patience, support and motivation. I hope that someday I can make them proud of me. My special thanks to Dhani for his prayer, help and love.

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Last but not least, I would like to thank those who have contributed a lot to my life but whose names cannot be mentioned one by one.

Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the writing teaching and learning process at senior high schools in particular.

Yogyakarta, 11 July 2015



Kamalia Rifa Eliya

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Abstract

This research is aimed at improving students' skills of writing narrative texts for the eleventh grade students of MAN Yogyakarta II in the academic year of 2012/2013 through the use of comic strips.

This research was an action research study that consisted of planning, action, observation and reflection. The research consisted of two cycles. In doing the research, the researcher involved 34 students of Science Class Grade XI, one English teacher as the collaborator and the researcher herself. In this research, there were two kinds of data, qualitative and quantitative. The first data were qualitative. To obtain the qualitative data, the researcher conducted observation, interviews, testing and evaluating students' writing. The qualitative data were in the form of field notes, observation checklists result, interview transcripts, and students' writing before the action as pre-test and after the action as post-test. Meanwhile, the quantitative data were presented in the score of the students' writing. The validity of the data was obtained through process validity, outcome validity, democratic validity, dialogic validity and catalytic validity.

The result of this study shows that the use of comic strips as media in the classroom improved students' skills of writing narrative texts. Students' writing problems can be reduced by applying comic strips. The implementation of the comic strips can improve students' writing show in the result test after the implementation. In the pre-test, students had difficulties in developing the paragraphs and organize their ideas easily in a good chronological order. The media also improve the other writing aspects such as vocabulary and language use. In reference to the students' writing scores, the gain score of organization aspect is 1.39. The students' gain score in the content aspect is 1.29. While the students' gain score in the vocabulary aspect is 1.16 and 1.06 in the language use aspect. Moreover, the majority of the students gave positive responses towards the implementation of comic strips. It made the students enthusiastic on the writing process. It also creates different classroom activities that are more enjoyable.

CHAPTER I

INTRODUCTION

A. Background of the Study

English in Indonesia is a compulsory subject to be taught. In school, students are expected to be able to understand well. In every grade of Elementary, Junior and High school English is examined, therefore students are expected to master the subject. In School Based Curriculum (Curriculum of 2006), the ability to communicate completely is the capability to produce oral and written text respectively in four skills, which are listening, speaking, reading and writing. Listening and reading as receptive skills, where the student gets the information from any sources, meanwhile speaking and writing as productive skills, where the students can produce vocabularies or texts.

Writing is difficult skill to master for foreign or second-language learners to master (Richards, 2002). The difficulties is not only to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text (Richards & Renandya, 2002). In MAN Yogyakarta II, the students' writing skills are relatively low. Most students face difficulties in constructing paragraphs into coherent texts. They also can not develop their ideas into a good composition. This condition makes the students assume that writing is a very difficult skill to master. Another problem is that the students often make any errors in language use or grammar. Moreover, English is not their native language, so that they have limited vocabularies. Students usually become confused and lose their ideas in the midst of their writing. This condition makes the students assume that writing is a very difficult skill to master. The teacher should apply interesting techniques to engage their interest. She only gives care on the product rather than the process of writing itself.

However, learning how to write well is very important for the students. Although writing is complex, this skill is very important especially to measure the students' literature. Students can develop their ability to put their ideas or opinions in a composition by writing. Moreover, they may accomplish or learn from errors which they make in their writings especially the faults in grammar, word choices, coherence, etc.

One of the scopes of the study of English in senior high schools is to understand and to create various short functional texts and monologues as well as essays in the form of procedure, descriptive, recount, narrative, and report (Depdiknas: 2006). In terms of writing skill, the students are expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others.

Narrative is one of the texts that students need to be mastered in senior high school. However, most students are still difficult to produce a coherent text. Although they ever read some stories in Indonesian or English, they cannot formulate the main ideas for their own text. Moreover they also cannot organize the paragraph in a good organization. Furthermore, they have to consider how to construct a phrase, a clause, a sentence coherently and grammatically. Because of those problems, students still cannot create a good narrative text. Among those factors, the roles of teachers are really important in teaching and learning process. It is depending on them how the learning activity will take effect on the student.

In reference to the interview, the researcher found that the teacher rarely applied interesting media in the teaching learning activity. The teacher did not

give example of how to write well and she only asked them to do the task without giving some explanation of the text. The students will be more interested in applies attractive media by the teacher and it will affect their English mastery especially in writing.

The media used by the teacher also give a great effect in improving students' writing skill. Various interesting media must be applied to encourage students because one of the greatest enemies of successful learning is student's boredom. To avoid the boredom, teacher should uses interesting media such as using writing games, writing based on pictures, or writing based on song. Teaching writing through comic strip is considered as an interesting teaching media. Comics are usually funny; therefore, applying them to methodological purpose will have the same effect as using games in teaching English-it brings a cheerful atmosphere into the class.

Based on those reasons above, the researcher considers that the problems in the students' writing skills are important to be solved. The researcher thinks comic strip is one of the positive supports that can be given by English teachers to their students to improve students' writing skills. In this research, the researcher tries to use comic strips to improve students' skills of writing narrative texts for the eleven grade students of MAN Yogyakarta II in the academic year of 2012/2013.

B. Identification of the problem

Based on the description in the background, there are some factors that influence English writing teaching and learning process in MAN Yogyakarta II. Writing gets much attention in language teaching and learning. It is because writing can be used as a measurement of literacy level of a notion. So that it must be taught maximally by the teacher to the student. Akhadiyah in Putra (2004:8)

states that among the four skills, writing is the most difficult one, because it requires student to understand spelling, punctuation, sentence structure, vocabulary and paragraph composition. However, students face difficulty in the writing class. It can be underlined that there are some problems related to students' writing skills. It is the problems that occur in the English teaching learning process in MAN Yogyakarta II.

The first factor that influence the students' writing skills is from the students. During the observation, the researcher found that the students' problem in writing was how to construct paragraphs into unity and coherence. Students found hard the idea what they should write and could not develop their ideas in a good organization. As a result, their writing was not well-organized and could not be evaluated.

The teaching technique is another factor that influences the students' writing skills. The teacher who uses boring techniques in teaching writing makes the students feel unmotivated to improve their writing skills. Another problem was that the teacher never gave examples of how to write well and how to inspire the idea in their writing. She did not give the students clear guidelines to plan and to construct sentences coherently and grammatically. The teacher only gave care on the products rather than the process in writing.

The classroom activity is the next factor that influences the students' writing skills. The activities in the class influence the interest and motivation of the students in writing. The monotonous classroom activities make students feel bored. They were never given interesting and variable activities to activate their

imagination in writing. However, the teacher did not provide interesting media to help them organize their sentences.

This research uses those problems as the basis to implement an alternative way in teaching writing. Media can help the students to find their own strength and weakness in writing and to correct their errors. Comic strip is one of the learning aids that can be provided by the teacher to their students to improve their writing skills.

A comic strip is defined as a series of cartoons that tell a story (Encarta Reference Library, 2012). It is one of the media that appropriate to facilitate the students in writing the narrative texts. It will improve the students' involvement during the writing process and create many activities in the classroom. Therefore, the researcher tried to implement this media in writing teaching and learning process in order to improve the students' skills in writing narrative texts.

C. Limited of the problem

Based on the identification of the problem above, this research focuses on the use of comic strips as a media to improve students' skills of writing narrative texts for eleventh grade students of MAN Yogyakarta II in the academic year of 2012/2013

D. Formulation of The Problem

How can comic strips are used to improve students skills of writing narrative texts for the eleventh grade students of MAN Yogyakarta II in the academic year of 2012/2013

E. Objectives

This research is aimed at improving student's skills of writing narrative texts for the eleventh grade students of MAN Yogyakarta II in the academic year of 2012/2013

F. Significances

The result of this research is expected to provide useful information to increase the teaching of English focusing on the writing narrative texts, which can give contribution to language teaching and contribution to learners especially at MAN Yogyakarta II.

1. Theoretically

This research can give implementation in developing her knowledge and skill in problem solving processes

2. For the English teacher in MAN Yogyakarta II

This research can be used as a source of information about ways to improve the students' writing ability

3. For the principal of MAN Yogyakarta II

The research will help him to improve his understanding about English Foreign Language learning processes. Such understanding will encourage him to facilitate any efforts to improve EFL learning process.

4. For MAN Yogyakarta II

The research will make them more be interested and motivated to learn and write English.

5. For other researcher

The research can give general knowledge of how to improve students' writing ability. The research also can be used as the foundation for thwe next research.

CHAPTER II

LITERATURE REVIEW

This chapter presents theories that underlie this research. The discussion of this chapter is divided into two main parts; theoretical review and conceptual framework. In theoretical review, the researcher discusses some theories and relevant research studies which are relevant with the topic. In the conceptual framework, the research relates the theory to the study.

A. THEORETICAL REVIEW

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into four parts. They are writing, teaching writing, teaching writing in senior high school and comic strips.

1. Writing

a. The nature of writing

Writing is one of the productive skills. It means that the writers and speakers go through producing a language (Harmer, 2007:7). Woodman and Adler (1985:7) states, writing is a dynamic process that weaves back and forth between thought and words. However, the product of writing is not as instant as speaking. Writing does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a good written text. Writing involves complex thinking that must integrate all of the components such as the topic or theme, word choices, organization, purpose, audience, clarity, sequence, cohesion and transcription (Westwood, 2008:56).

Besides writing as a productive skill, writing is also a unique tool for language learning. According to Richards & Renandya (2002:309), for writing, unlike speaking, provides us with a way not only to generate ideas before presenting them to an audience, but also to scrutinize the ideas and language we produce; this re-vision, this seeing again, lets us receive feedback from ourselves and others and, learning as we go, make changes and corrections.

From the statements above, it can be concluded that writing is doing some process. Brown (2001:335) says about the nature of composing process of writing that written products are often the result of thinking, drafting and revising procedures that require specialized skills. He also states that the upshot of compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Therefore, writing is a complex process that allows writers to explore their ideas and to express them into written form.

b. The Writing Process

The writing process is the stage that the writer goes through in order to produce something in his final written form (Harmer, 2004:11). Still, he states that there are four-steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

Step 1: Planning

In this stage, students plan some ideas that they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting.

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written. It is important to check what ideas have already been included, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors (Nation, 2009:119-120). The key aspect of editing is by seeking and responding to the feedback of others.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps.

According to Richards & Renandya (2002:315), students can publish, share or read their writing or merely display texts on notice-boards based on the classroom instruction.

c. Micro Skills of Writing

Every skill has its own micro skills. Brown (2001:343) describes the micro skills for writing production as follows:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, and pluralisation), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communication functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.

- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. Teaching Writing

a. Some Basic Principles in Teaching Writing

According to Brown (2007:8), teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. While in teaching writing, teachers should apply writing techniques that encourage and motivate the students to write.

Therefore, they should understand some basic principles for designing writing technique in teaching writing because writing is the most difficult skill for language learners to master. Brown (2001:346-356) says a number of basic principles for designing writing technique in teaching writing, they are:

1) Incorporate practices of "good" writers

Teachers should consider the various things that efficient writers do and their technique should include some of these practices. For example, good writers should focus on a goal or main idea in writing, easily let their first ideas flow onto the paper, follow a general organizational plan as they write, utilize feedback on their writing and revise their work efficiently.

2) Balance process and product

Because writing is a composing process and requires multiple drafts before an effective product is created, teachers should lead the students through appropriate stages in the process of writing. At the same time, the teachers should not get so caught in the stages leading up to the final product that they lose sight of the ultimate attainment: a clear, well-organized, and effective piece of writing.

3) Account for cultural/literacy backgrounds

If there are some apparent contrast between students' native traditions and those that teachers are trying to teach, teachers should try to help students to understand what it is, exactly, that they are accustomed to bringing them to the use of the acceptable English rhetoric.

4) Connect reading and writing

By reading a variety of relevant types of text, the students can gain important insights both about how they should write and about how the subject matter that may become the topic of their writing.

5) Provide as much authentic writing as possible

Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements can be seen as authentic writing.

6) Frame the techniques in terms of pre-writing, drafting, and revising stages

The pre-writing stage that encourages the generation of ideas can happen in numerous ways such as reading a passage, brainstorming, discussing a

topic or question and freewriting. While several strategies apply to the drafting/revising process can be peer-reviewing for content, using instructor's feedback, editing grammatical errors and read aloud technique.

7) Strive to offer techniques that are interactive as possible

Teachers should not think that writing is a solitary activity. It is a good deal that a good writer can be most effectively learned within a community of learners. Therefore, teachers should strive to apply techniques that are interactive.

8) Sensitively apply methods of responding to and correcting your students' writing

As the teachers respond to the students' writing, they act as a guide of a facilitator. After the final work turned in, they have the position of evaluator, but until then, the role of consultant will be the most productive way to respond. Ideally, the responses will be written and oral. Under less than ideal conditions, written comments may have to suffice.

9) Clearly instruct students on the rhetorical formal conventions of writing

Teachers should explain about the formal conventions of writing because each type of writing has its formal properties. They should not assume that students will pick these up by absorption.

b. Approaches in Teaching Writing

In teaching writing, teachers should apply the appropriate approaches so that the students are able to produce a good writing easily. Teachers need a

number of different approaches to the practice of writing skills both in and outside classroom in teaching writing. Harmer (2007:325-330) divides them into seven approaches:

1) Process and product

When concentrating on the product, teachers are only interested in the aims of a task and in end of product. If teachers focus on process, they pay attention to the various stage that any pieces of writing goes through. It includes spending time with learners on pre-writing phase, editing, re-drafting, and producing final version of their work.

2) Genre

In a genre approach, students study some texts that they are going to be writing before they embark on their own work. Students who are writing within a certain genre need to consider a number of different factors; knowledge on the topic, the conventions and style of the genre, and the context in which their writing will be read by whom.

3) Creative writing

It suggests imaginative writing tasks such as writing poetry, stories, and play. When teachers set up imaginative writing tasks, the students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments.

4) Writing as a cooperative activity

Cooperative writing can work well whether the focus is on the writing process or on genre study. Reviewing and evaluating are greatly enhanced

by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own.

5) Building the writing habit

Teachers need to help students build the writing habit so that they recognise writing as being normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities.

6) Writing-for-learning and writing-for-writing

Writing-for-learning is the kind of writing that teachers do to help students learn language or to test them on language. While writing-for-writing is the kind of writing that teachers do to make students use language in producing a text.

7) The roles of the teacher

Teachers have some roles like as motivator, resource, and feedback provider. Teachers act as motivator when they must motivate the students, create the right conditions for the generation of the ideas, persuade them of the usefulness of the activity, and encourage them to make as much efforts as possible for maximum benefit. Then, teachers act as resource because they should be ready to supply information and language when necessary. Teachers act as feedback provider because they should respond positively and encouragingly to the content of what the students have written.

A number of different approaches to teach writing have been mentioned above but teachers need to apply the appropriate approaches in

teaching writing based on the students. Teachers are the people that know more about their students' ability and condition so that they can choose the right approaches to be applied in teaching writing.

3. Teaching Writing in Senior High School

Based on Standard of Competence and Basic Competence of Curriculum 2006, the learning of English should be developed equally both oral and written. That curriculum also states that the major aim of the English lesson at senior high schools is to make the students have certain abilities as follows:

- 1) Developing the communicative competence both written and oral to achieve the informational literacy level.
- 2) Having senses about the importance of English to increase the nation competitive ability in the global society.
- 3) Developing the students' understanding about the relationship between language and culture.

Meanwhile, it is stated that Standard of Graduate Competence of English (*PERMENDIKNAS* No 23, 2006) for each level is communicative competence in the form of spoken language accompanying action for elementary schools, in the form of spoken and written for achieving a functional literacy level for junior high schools, in the form of spoken and written for achieving some informational literacy level for senior high schools. Teaching writing for students of senior high schools is important because English is one of the compulsory subjects that has to be taught for students of senior high schools. It is also one of

the skill that is being examined in the National Examination. English learning in senior high schools is targetted to make the students reach informational level to communicate both spoken and written. One scope of English learning at senior high schools is that students can understand and produce a short functional text and short essays in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. (*Depdiknas, 2006*)

In this research, the materials which are given to the students are based on the standard of competence of the School-Based Curriculum. The standard of competence for writing at senior high school in the first semester of the eleventh grade is presented below.

Table 1: Standard of Competence and Basic Competence of Writing

Menulis	
<p>6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari</p>	<p>6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari</p>

	<p>6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure</p>
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4. The Role of Media

Media are important in facilitating English learning. In education field, media are various components in learners' environment which support the learners to learn. The use of media can create a good atmosphere in the teaching and learning process. By using appropriate media, teachers and students are helped to achieve the goal of the teaching.

In teaching writing and other skills of English learning process, the use of media is such a great aspect to improve the quality of teaching learning process. in general. As a teacher, he or she should use various media or teaching aids in giving materials to the students. According to Gerlach and Elly (1980:241), a medium is any person or material that establish conditions which enable students to acquire knowledge skills and attitudes.

According to the Ministry of National Education (2009:3), the teachers should use the media in teaching - learning activities because of some reasons:

1. Instructional media can help the learners who lack of experiences.
2. Instructional media can show everything out of the class.
3. Instructional media creates the direct interaction between the learners and their environment.
4. Media can be used to make an observation.
5. Media can increase the learners' motivation.
6. Media can integrate the experience from the concrete things to the abstract ones.

According to Ministry of National education (2009:6) there are some visual media that can be effectively used by teachers in the classroom. Those media are as follows:

1. Pictures.

Pictures are really useful ways to stimulate the students into writing texts. Teachers can use printed pictures which are available or draw the pictures based on the needs. Pictures can be in the form of photographs of people, places and things which are in magazines, newspapers or calendars.

2. Realia or real objects.

Realia means real things or real objects that the teachers can bring into the classroom to make the learning become clearly, meaningful and memorable. It can be in the form of plants, animals, dolls, etc

3. Chart, poster and cartoon

Chart is a drawing which shows information in the form of a diagram or a map. Poster is a large printed picture or notice which is often used to advertise

something in a public place. Cartoon is a funny artistic drawing that can compose a story or make a joke about current events.

4. Black board or white board

The board is the most important thing for teachers for presenting written language or drawing. It can be used without any special preparation because it is always available in the classroom.

5. Audio media

As well as the board, the tape recorder as the audio media provides authentic material for listening practices.

6. Over Head Projector (OHP)

Over Head Projector usually use for large classes. Teacher can use this media in presenting the materials easily than using chalks. Besides that, presenting materials on the OHP can allow the teachers to face the learners all the time and make the learners to focus on the presentation.

7. LCD Projector

LCD stands for Liquid Crystal Display. In using this media, the LCD must be connected with the computer to display teaching materials.

In short, media are very important to help teachers to present materials and learners to understand the materials. Besides, media can increase the students' motivation because media can connect the interaction between learners and their environment in the classroom. As it is also stated by Byrne (in Ratnasari 2010), visual material has a great potential as an aid to develop writing skills and can provide both contexts and stimulation for a variety of activities. So, the researcher

focuses in the use of visual media, especially comic strips, for improving the students' skill of writing narrative texts.

5. Comic Strip

a. Definition of Comic strips

Comic strip is one of visual aids that can be used as media in language learning and language teaching. Mc Cloud (2008:3) says that comic is a literature of drawings. Macy(2007:45) also argues that comic strips is a story and told in a sequence of panels or cartoons, found in a newspaper or comic book.

Gonzales-Espada (2003) defines comic strip as the sequence of panels where the story is presented, usually by dialogue, narration, or purely visual symbols. According to The American Heritage Dictionary (2000, cited in Gonzales-Espada, 2003), comic strip is “a usually humorous narrative sequence of cartoon panels”. Usually, comic strips contain, almost, all the elements of narrative; characters, plot, dialogues, conflict, and climax (Wright, 1989 cited in Gonzales-Espada, 2003).

Most children and young adults love comic, which is why comic can be applied in classroom. Because of their visual, attractive, humorous, and overall appeal, comic strips have seen used for many decades in the classroom (GonzalesEspada, 2003) states that research support the fact that comic strip have potential value. As students have motivation from the use of comic strips, they should not be ignored as potential media in classroom. Sudjana (2002:64) also defines a comic as a kind of cartoon from expressing character and playing a story

in sequences of closely related drawing and it is designed to give fun to the readers. Meanwhile, Malla in Beard and Rhodes (2002) states that comic is a narrative text told by way of sequences of pictures which has continue cast from one sequence to the next and the disclosure of dialogue and or text within the pictures.

By using textbook, students will feel uncomfortable because articles or texts in textbook are more difficult to be understood. Unlike textbook, comic strips are friendlier for the students and more casual so it will make students enjoy the learning process and they do not perceive comic strips as treat.

b. Using Comic Strips in Language Learning

Comic strip is one of media that can be used in teaching and learning process, including language learning. Davis (1997) has previously stated that comic strips can be used to teach wide variety of skills:

1. To practice describing characters using adjectives.
2. To reinforce the use of time-sequence transition words to maintain the unity of paragraph or story.
3. To learn synonyms and antonyms to expand vocabulary.
4. To practice writing direct speech
5. To practice formation of different verb tenses.
6. To introduce paralanguage lexical items without a written correlate.
7. To identify family roles and stereotypes.
8. To improve students' listening by reading aloud

9. To practice telling story of sequentially-ordered comic strip that has been scrambled up.
10. To practice basic rules of pronunciation.

According to Lavery (2001) the popularity of comic strips make them friendly for most learning levels for a variety of language and discussion activity as they can:

1. Tell a complex story in a few images.
2. Provide comment and provoke thoughts on events and issues in the news.
3. Give an example of vocabulary related to current trends.
4. Give the illustration of idioms and expressions
5. Stimulate dialogues to inject humor into class session.
6. Provide a basis for oral discourse and writing activities.
7. Show culture and values in action with the ways that men or women are behaving and are expected to behave.

In conclusion, comic strip allows teachers and students to explore language in a creative way. The more the teacher exploits comic, the greater chance to increase students' interest and succeed learning process.

c. Using Comic Strip to Teach Narrative Writing

As one of media that can be used in language learning, comic strips can be applied in writing class. In writing process, comic strips have the advantages in helping students to generate ideas. Generating ideas is important for the students

because this is one of steps in prewriting. Most of students are difficult to start writing because they cannot generate the ideas.

Comic strip is a series of pictures that tell a story. Series of picture are really serviceable in teaching writing because they provide complete ideas to stimulate students' imagination (Hornby, 1973). The story in comic strips consist of the elements of narrative which is useful for students in prewriting process where the students compose their writing. This is in the line with Wright (1989 cited in Gonzales-Espada, 2003) who says that comic strips are sequence of pictures which are related to a narrative text.

Comic strips enable students to identify the elements of story (plot, characters, and theme) through visual and dialogues. Before writing, students are able to explore the structures and generate he ideas as the part of prewriting process. Thus, by knowing the elements of story, it is easier for students to write their own story.

Related Study

Several experts have conducted research on the use of comics in education field. The first is Agus Hidayat (2010), "Teaching Descriptive Paragraph Writing Through Comic Strips at the First Semester of the eight grade of Mtsn Talang Padang Tanggamus". The result of the study showed that comic strips helped the students mastered descriptive paragraph writing. The students also eagerly learnt in joyful situation. The other reason is comic strip has positive influences in learning process. Learning through comic strip could invite the students to be active and involved them in the learning process.

The second is “Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesia EFL Students”, written by Fika Megawati and Mirjam Anugerahwati. In this research, the researchers stated that comic strips are appealing forms for children in the teaching of writing, and also as media which have content, organization and grammatical aspects of narrative texts. The objective of this research was to investigate the implementation of comic strips in teaching writing through a collaborative classroom action research at MAN Bangil. The procedure in conducting the research are planning, implementing, observing, and reflecting. The use of comic strips could help and gave them confident in writing narrative text. It also could give benefit for the teacher as guidance in teaching writing to the students.

Based on the related study above, it can be inferred that in the process of developing writing material, especially narrative, the instructional media have an important role. The material can be delivered effectively to the students if the teacher uses suitable media and so does the teaching writing. The media depend on how the teacher designs enjoyable and meaningful instruction. The media usage does not only help teacher to create a meaningful instruction but also motivate students to improve their writing skill.

Conceptual Framework

Learning English as a foreign Language needs a set of methods and process. The process of learning is an important part to master a language especially writing. In improving the writing learning process the researcher needs

to find some efforts to be implemented in the process of English teaching and learning process. As stated earlier, there are some problems which can make the students get difficulty when writing a text. It can be underlined that there are some problems related to students' writing skills. The problems are possibly caused by some factors from the students, they could not produce a coherent and understandable text. They also could not develop their idea in order form. The technique which is used by the teacher to teach and the classroom activities is one of the problem. The teacher does not provide any interesting media to help students understandable the materials. in teaching and learning process. To overcome this problems, appropriate media is needed.

Comic strips usually contain language items and language function that can be use to scaffold the students. It also provides wide range of vocabulary and expression. So that students can easier understand by using visual aids. In narrative text, as one text type that mentioned in standard competence, there are language features that students' need to mastered. By using comic strips which is has a panels and visual aids, student will able to learn and organized then transform it into a good and coherence narrative text. As a media, comic strips also help the teacher to engaged students' interest in teaching learning process. Because of those advantages of comic strips it will effects the teaching and learning process that more enjoyable.

The researcher believes that comic strip can be a solution to overcome the students' low writing skills. By using comic strips, the students' skills of writing narrative texts can be improved.

CHAPTER III

RESEARCH METHOD

The previous chapter presents the theoretical framework and conceptual framework. In relation to the previous chapter, to determine the result and procedure of this study, the researcher presents the research methodology as presented below.

A. Type of the Research

This research was an action research study. According to Kemmis and McTaggart (1988) in Burns (2010:7), “action research has four major steps. There are planning, action, observation and reflection”. In this scheme, the researcher was helped by the teachers to find a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action.

The process in action research can be shown in the scheme taken from Kemis and McTagart in Burn (2010) below:

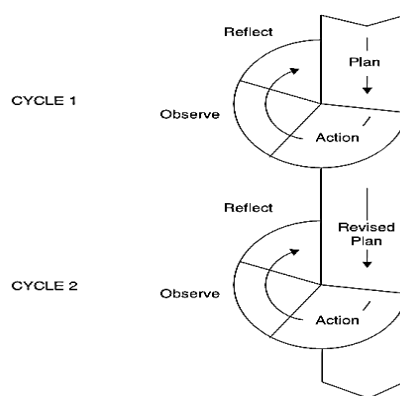


Figure 1: **Kemmis and McTaggart’s Action Research Model**

The researcher tried to find and implement the actual actions in order to improve the students' learning of writing using comic strips for eleventh grade (grade XI) students of Science Class XI of MAN Yogyakarta II in academic year of 2012/2013. The researcher and collaborator work together in finding the problems and weaknesses of students' learning of writing, identifying the collected problems, planning and carrying the actions, and then conducted the evaluation and reflection of the implementations of action.

B. Setting

This research was conducted in Science Class XI of MAN Yogyakarta II in the first semester in academic year of 2012/2013. The research was started on March 2013. MAN Yogyakarta II is located on Jalan K.H. Ahmad Dahlan 130, Yogyakarta.

The English teaching learning process was carried out twice a week with the duration of 60 minutes each meeting. The research was conducted within the first semester of the 2012/2013 academic year. The research was conducted from March to April 2013.

C. Research Participants

This research involved the researcher, the English teacher, and the grade XI students of Science Class of MAN Yogyakarta II in academic year of 2012/2013. This class consists of 34 students. The object of the research was the English teaching and learning process in Grade XI of Science Class.

D. Instruments of the Research

The instruments of this research were presented as the following.

1. Observation checklist

Observation checklists gave the information about the effectiveness of using comic strips to teach writing narrative texts. The English teacher checked some aspects in teaching and learning process such as the lesson plan, the tasks, the materials and the media by putting a tick to statements in the observation checklists.

2. Interview guidelines

The interview guidelines were used to get some data about the teacher's and the students' perspective in writing before, during and after the teaching and learning process using comic strips when the researcher conducted interviews.

3. Students' writing tasks

Students' writing tasks were used to get information about students' writing performance and to give the written feedback on the students' writing. The tasks also be used to see whether or not there was improvement on the students' writing skills.

E. Data Collection Technique

The data in this research are qualitative and quantitative. The qualitative data were obtained through interview and observation. This was used to meet the process validity. The researcher and the collaborator recorded all of the information in the process of teaching and learning during the actions by using

interview guidelines and observation checklists. Everything related to the students' behaviour, progress and problems related to the teaching and learning process were noted. The researcher interviewed the students and the English teacher to get the data related to their perspectives in writing before, during and after implementing the actions.

Tests were used to attain the quantitative data. The researcher used pre-test before implementing the actions and post-test after implementing the actions. The scores from pre-test and post-test would be compared to acquire the data.

F. Data Analysis Techniques

Analyzing data of action research is a continuing process of reducing information to find explanations or patterns (Burns, 1999:157). In this study, the researcher used 5 steps to analyze the data, they are assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

1. Assembling the data

In this step, the researcher collected all the data to see what really occurred over period of the research. The data were gathered in the form of field notes and interview transcripts.

2. Coding the data

Coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types (Burns, 1999:157). In this study, the researcher identified the data by coding it into more specific patterns and categories.

3. Comparing the data

After coding the data, the researcher compared the categories or patterns across different data collection techniques. This activity was aimed to identify the relationships and connections between different sources of data.

4. Building interpretations

In this stage, the researcher should deal with a great amount of creative thinking about what the data were saying by reflecting beyond the immediate surface details. The researcher discussed with the English teacher to pose questions, identify connections and develop explanations about the meanings of the research. Discussing the data can be a catalyst for new discoveries or interpretations.

5. Reporting the outcomes

In this stage, the researcher considered some aspects in reporting the results of this study such as discussing the issues or questions that prompted the study, describing the context of the research, analysing the findings by providing the samples of the data and interpreting how the project could lead to other areas for research.

G. Validity and Reliability of the Research

The validity of the data in this research was based on the criteria proposed by Anderson *et al.* (1999: 30-33). To enhance the validity of the data, the researcher used these five types of validity; democratic validity, outcome validity, process validity, dialogic validity and catalytic validity as follows:

1. Democratic validity

Democratic validity relates to the extent to which the research allows for the inclusion of multiple voices. To get democratic validity, the researcher did some interviews with the English teacher and the students to express their opinions, comments and ideas about the actions implemented in this research.

2. Outcome validity

Outcome validity means that the research is “successful” in solving the problems which are found in the writing class. The validity in this research was gained by analyzing the results of the actions. The results of the research were not only able to solve the problems but also lead to new questions.

3. Process validity

Process validity means the dependability and competency of the research. The process validity was gained during the process of implementing comic strips in writing class. The researcher collected the data by interviewing the English teacher and the students and making field notes to observe the teaching and learning process. It included the students’ behaviour and the students’ competency in achieving the materials.

4. Dialogic validity

The value of the research is monitored by peer reviews to meet the dialogic validity. This validity was gained by the researcher through dialog with the English teacher about what she had done during the process of teaching and

learning. The teacher as the collaborator observed and monitored the actions implemented by the researcher.

5. Catalytic validity

Catalytic validity relates to how the participants deepen their understanding of the social realities of the context and the way how they make change within it. This validity was gained by observing changes on the teacher and the learners' understanding of they role in this research by using some interviews.

In order to get rounded perspectives and to avoid the subjectivity in analyzing the data, the researcher used 2 kinds of triangulation; time triangulation and researcher triangulation (Burns, 1999:163) as follows:

1. Time triangulation

The data were collected over a period of time to identify the factors involved in the actions. The researcher got the data on the students' improvement in writing by conducting pre-test and post-test. The researcher also collected the data by observing the teaching and learning process, interviewing the students and the collaborator before and after the actions and making field notes.

2. Researcher triangulation

The data were collected by more than one research member in order to avoid biased interpretation. In this research, the researcher and the collaborator collected the data together to be compared.

H. Research Procedures

Before doing some stages in classroom action research, the researcher did reconnaissance step to know about the problems that the teacher and the students faced in writing class. The researcher did an observation when the teacher taught writing to her students and observed their writings. After having found the problems, the researcher did some stages based on the classroom action research which were planning, action, observation, and reflection.

1. Planning the actions

Planning is the first step in doing classroom action research. In making the plan, the researcher should refer to the result of the preliminary study. The researcher prepared all of the actions and materials based on teaching writing by comic strips. It covered preparing the lesson plan, preparing the materials and media and preparing the scoring rubric.

a) Preparing the lesson plan

In MAN Yogyakarta II, English is taught two times a week.. The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method, teaching and learning activities, evaluation and sources. In this research, the researcher made 2 lesson plans for 2 cycles.

b) Preparing the materials and media

The use of media is very important in teaching writing to promote an attractive learning. In this research, the researcher used comic strips to solve the problems in the writing class. The comic strips was taken from many sources and modified by the researcher to attract the students' interest and motivation during the writing process.

c) Preparing the Scoring Rubric

In this research, the criterion of success established by the researcher is that the actions were considered successful if 80% of the students reached more than level 3 for each skills because that value already represents the KKM (Kriteria Ketuntasan Minimum = Standard of Minimum Completeness) which is 75 point. In this case, the researcher used scoring rubric that was adapted from Jacobs *et al.*'s (1981) to help the researcher to evaluate the students' writing of narrative texts. The score would show the improvements made by the students.

Table 2 : **The Scoring Rubric of Students' Writing**

CONTENT	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical

			sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

Furthermore, there were two independent raters in assessing students' writing. The first rater was the English teacher of class XI Science who is qualified for assessing students' writing and the second rater was the researcher herself.

2. Acting on the Plan

This research was done in 2 cycles. Cycle 1 consisted of 3 meetings and Cycle 2 was done in 3 meetings. The researcher acted as the teacher and the English teacher became the collaborator during the teaching and learning process.

The researcher and the collaborator observed and took notes of anything that happened in the class. Based on the observations, field notes, and interviews, they discussed the implementation of the actions.

Teacher gave comic strips to the students as a medium to help them write narrative texts. To encourage the students' interest, she gave different teaching techniques such as ordering the jumbled pictures, playing games and filling in the blank spaces.

3. Observing the Actions

Observation was done by the English teacher during the process of teaching and learning. This was focused on the effectiveness of using comic strips to teach writing narrative texts, students' behaviour towards the teaching, the lesson plan, etc. In this stage, the data collection instruments such as interview guidelines and observation checklists were used.

4. Reflecting the Actions

After the action was done, the researcher and the collaborator discussed the implementation of comic strips based on the result of the data collection instruments. If the result is the same with the target, the implementation of comic strips is successful, if it is not, the next cycle must be continued.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the process, the results and the interpretation of the findings of the research conducted in Cycle I and Cycle II. Each cycle consists of planning, actions, observation and reflection.

A. Research Findings

This part describes the reconnaissance, planning, action, observation and reflection in Cycle 1 and Cycle 2.

1. Reconnaissance

To identify the problems of the process of teaching and learning writing in XI IPA I class, the researcher conducted classroom observation and interviewed the English teacher and the students. The vignette below shows the process of teaching and learning writing and the students' behaviour toward the writing class.

When the bell had rung, the teacher went to the class but the students were still not ready to study because there were some students outside the class and some of them were eating in the class. Then, the teacher waited for them till they were ready to study. After waiting for about five minutes, the teacher greeted the students. Then, the teacher lead to say a prayer. **However, some students made noise in the class.** After prayed, the teacher started the lesson by asking some students about their writing of a narrative text. **Many students have not finished yet.**

The teacher then explained the generic structures and language features of a narrative text without showing the model of the text. She explained about the use of *past tense*. **The students paid no attention to the**

teacher's explanations, only a few of them answered.

Then the teacher gave the students writing tasks. She asked the students about the story that they would write and arrange sentence into paragraphs. **Some of students got confused with the tasks given by the teacher. They also met difficulties in arranging the words into some sentences and made them into a paragraph.** Moreover, some students only copied their friend's work. The English teacher did not explain the structures of the sentence. **They were confused at choosing words for their writing and they also made errors in word order, spelling, several errors of agreement, and in using article.**

She used the whiteboard as a medium in teaching writing. It seemed that the students needed some media to engage their interest because they were not motivated to do the tasks. The class seemed to be very noisy. When the teacher reminded the students to be silent, the students still made some noise. **It happened because the tasks were not challenging and not interesting. When the teacher asked to write the paragraph on the board, the students did not want to do it.** Many of them said, "*Dibaca saja Bu.*" (Just read it, mam). This means that the students' involvement in the process of teaching and learning was very low.

(FN.04/14-04-2013)

From the observation, it can be seen that the English teacher did not provide any interesting media to attract the students. She did not give the students chance to involve in the teaching learning process. She also did not give chance to the students practiced writing and also did not give feedback to the students. The students also paid no attention to the teacher explanation. Some of them often talked to their friends. Moreover, when the class started some of them were still not ready to study. Most of them were passive in the class in teaching learning process. The students' involvement during the teaching and learning was also needed to be improved. The activity during the process of teaching and learning was not considered as quite successful.

After the observation, she interviewed the teacher and the students to know the problems in the teaching and learning process. The following is an interview transcript between the researcher and the teacher.

R	: <i>Biasanya kesulitan-kesulitan apa saja yang Ibu temukan ketika mengajar bahasa Inggris di kelas khususnya ketika menulis?</i> ('What are the difficulties that you encounter when you teach English especially writing skill in the class?')
Teacher	: <i>Anak-anak itu merasa bahasa Inggris susah, apalagi menulis. Mindsetnya bahasa Inggris itu bukan bahasanya, jadi susah memberi motivasi. Ketika saya menjelaskan materi biasanya siswa menjawab sudah jelas, tapi kalau praktek mulai kesulitan. Rame mbak anak-anak itu, suka tidak menyimak penjelasan saya. Kalo pas nulis tu sering kesulitan di menaruh idenya mbak jadi kadang-kadang ga urut atau malah tidak ada.</i> ('the students argue that English is difficult, especially writing. Their mindset is that English is not their mother tongue, so it is difficult to motivate them. When I explained the material they always make noise so they do not pay attention to my explanation, but when came into practice they usually found the difficulties. When I ask them to write, they have difficulties in putting their ideas so that they cannot produce a text with a good order or even miss the part of the paragraph.')
Interview transcript 2/ 14-03-2013	

Interviewed with the students was held to support the results of the students' problems in writing narrative texts. The following presents the students' statements showing their difficulties to write narrative texts.

R	: <i>gimana tadi nulisnya? Susah engga?</i> ('How's your writing? Is it difficult or not?')
S2	: <i>Susah Miss, males</i> ('It was difficult Miss, I was bored')
R	: <i>Susahnya apa?</i> ('What was the difficulty?')
S2	: <i>Bingung nyari idenya Miss.</i> ('I was confused with the idea to write the text')
R	: <i>O, idenya ya? Selesai kan tapi?</i> ('So concerning the idea, right? But you have finished, right?')
S4	: <i>Iya asal aja Miss.</i> ('Yes Miss, as long as I finished')
(Interview transcript 4/14-03-2013)	

However, because there was no data on the students' writing, the researcher held a pre-test to see the students' ability in writing narrative texts on March 16th 2013. She asked them to write a famous narrative text entitles "Robin Hood". This narrative text chooses because most of the students ever read the story or watched the movie, so that they have background knowledge about the story. The paragraphs consist of orientation, complication and resolution. The result was most of the students could not produce a well-organized text. When they were assigned to write a composition, they found hard to decide what they should write. As the result, they needed much time to finish their writing.

In reference to the results of the classroom observations, interviews, and also the students' writing, the researcher found the field problems faced by students in learning writing, there were several problems related to the organization. Most students were confused of what they should write. It seemed that the students needed to be taught how to organize the text and to develop their ideas in a good order based on the generic structure of the narrative texts.

From the identification above, there were some problems occurring during the writing class. The following table presents the identified problems.

Table 3: The Field Problems in the English Teaching and Learning Process in Class XI Science1

1.	The teacher did not provide interesting media to the students.
2.	The writing tasks were not challenging.
3.	The teacher did not show a model of narrative text.

4.	The teacher focused on arranging sentences than writing.
5.	The teacher did not teach the stages of writing narrative texts.
6.	The students paid no attention to the teacher.
7.	The students were not motivated to do the tasks.
8.	The students could not develop their ideas into written texts.
9.	The students could not organize the story in a good order.
10.	The students considered that English as a difficult lesson.
11.	The students' involvement in the teaching and learning process was low.

After finding the field problems, the researcher and the English teacher discussed further to select the problems based on the feasibility of the problems to be solved collaboratively. From the discussion, the researcher and collaborators agreed to solve the most urgent problems. Those problems were formulated as follows:

- 1) The students had low motivation in learning writing
- 2) The students could not develop the idea of the paragraph appropriately

The next step was analyzing the problems. Based on the analysis, the problems were caused by several factors as follows:

1. Teacher

During the observation, the researcher found that the teacher did not use interesting technique to engage students' interest in the process of teaching learning. The teacher only focused on explaining the materials and students did

not have any opportunities to involved. Moreover, she did not explain how to write a good narrative text.

In writing process, the teacher only asked the students to write a narrative text on their own. She did not lead them from arranging the sentences to paragraphs. She only helped them to answer some questions before the students write their own paragraph.

2. Students

In reference to the interviewed and the observation it was found that students' motivation in writing class is low. Some still were not ready when the teacher came to the class. They talked to their friends or worked on others' subject task. They considered that English is a difficult subject.

In the writing process they were confused about what they should write, express their ideas into the written form. They met difficulties to construct paragraphs into unity and coherence. They also made a lot of mistakes in language use and diction.

3. Media

In reference to the observation, the teacher did not provide any interesting media to the students. She only used a whiteboard as a medium in teaching writing so that the students were not motivated to do the tasks. It also made them difficult to understand how to write a good narrative text.

In writing process, media are important in facilitating teaching and learning. By using appropriate media, teachers and students are helped to achieve the goal of the teaching learning processes.

Based on those problems, students needed a way that could improve their writing skills. Thus, the researcher and the English teacher decided to use comic strips to solve the students' writing problems related to students' motivation and help them to compose ideas into good written texts. This process is said to be valid since it was done in line with the concept of democratic validity in which the researcher worked collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

2. Implementation of the Actions

a. Report of Cycle 1

The teaching and learning process in Cycle 1 was divided into three meetings. The researcher and collaborator did four steps in this cycle; they are planning, action and observation, and reflection.

1. Planning the Action

a) Determining the Actions to Overcome the Problems

The implementation of comic strips was planned and conducted by the teacher and the researcher. In the teaching and learning process, the teacher acted as the observer and the researcher acted as the teacher. By using comic strips the students can put their ideas in written text and write them into a good organization. It can also improve students' interest and motivation during the writing class. This formation was expected to maximize both the researcher's and the teacher's performance during the action to overcome the feasible problems.

In this cycle, there were five actions applied in the teaching narrative text by using comic strips. The actions were as follows:

1. Teaching narrative text
2. Implementing comic strips as the media to guide the students in organizing and developing ideas in a good chronological order.
3. Asking the students to learn comic strips in groups as a media of narrative text
4. Asking the students to write the narrative text in group and individually.
5. Discussing and giving feedback on the students' writing

b) Preparing the Lesson Plan and Media

In this part, the researcher and the collaborator made some plans as the following.

a. First Meeting

- 1) presenting and explaining a material about narrative text to the students using comic strips,
- 2) giving tasks to make the students understand about narrative text,
- 3) assisting the students to be familiar with the simple past tense as this tense was dominantly used to produce a narrative text,

b. Second Meeting

- 1) reviewing the previous material about narrative text,
- 2) asking students to re-arrange the jumbled comic strips,
- 3) using guided writing and asking the students to write a narrative text in pairs, and collecting students' draft,

4) giving feedback to the students' draft.

c. Third Meeting

- 1) returning the students' draft,
- 2) explaining about the written feedback given on the students' draft,
- 3) asking the students to revise and edit their draft,
- 4) collecting students' writing,
- 5) giving score on the students' writing.

The lesson plans and the course grids were developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, indicators, learning materials (input text, grammar and vocabulary), learning activities, and sources. Cycle 1 was divided into three meetings. The activities divided into four steps;

a. Building Knowledge of The Field (BKOF)

This phase, as the name indicates, aims to build students' background knowledge about the narrative text that they are going to write. In this stage, the researcher brainstorms the students about the narrative text.

b. Modeling of the Text (MOT)

This phase is critical for the students' critical literacy for it involves analysis and discussions about how and why examples of narrative texts are organized to make meaning. Comic strips facilitate the researcher to explain about the narrative text.

c. Joint Construction (JCOT)

This phase provides a chance for students to practice writing in groups and apply their critical thinking skills in working in groups, in discussing with peers, which constitutes one of the ways to promote critical thinking.

d. Independent Construction (ICOT)

Independent constructions provide a chance to practice individually from the previous stages. The students write the independently constructed text as draft before they come to a neat final draft.

2. Actions and Observation

The implementation of comic strips in Cycle 1 was divided into three meetings. The details are discussed below:

a. First Meeting

In the pre-teaching stage, the researcher opened the class by greeting the students, checking their attendance and asking one of the students to lead the prayer. Then she explained the objectives of the teaching and learning. She told that in the end of the lesson, they would be able to understand the generic structure and language features of narrative texts and to write a narrative text in a good organization based on the comic strips.

Next the researcher did lead-in by asking some questions such as “Have you ever read novels, or comic?” or “What genre that you usually read?” Some of the students still had difficulties to construct sentences in telling their experiences.

After giving a lead in, the researcher asked the students to recall their previous knowledge of narrative texts, only few of them had answer. Then, the comic strip entitled “*The Little Red Riding Hood*” was attached on the whiteboard. She asked the students whether the comic strips clear or not, and they said it was clear. Then, the students with the researcher’s guidance identify those elements

together. They were very attracted to the comic strips and paid attention to the board because it was the first time they got this medium in their writing class.

The students gave their opinion on the differences and the similarities of narrative text and comic strips. “Can you mention the difference between the text and the comic strip?” Some students answered, but most of all were silent. After asking their opinion, the researcher explained the function of the comic strips to guide the students easier in writing a narrative text. After explained the narrative text, the social function and the language features of narrative text, she gave some questions to the students to make the students understand about narrative text. The researcher asked the students about comic that they ever read, and discussed the story and divided it based on the generic structure of narrative text. The students interested in answering the questions about narrative story. Most of all answer the narrative story ever played in movies and novels.

When R asking about the comic strips, they answer “*comic strips itu ada gambarnya, kalau cerita narrative itu tidak ada*”(there were pictures in comic strips, and there is not in narrative text), or “*lebih jelas comic strips daripada cerita narrative*”(comic strip is clearer than narrative text. When R asked about other comic strips, most students mention some titles, such as Laskar Pelangi, Spiderman, Cinderella, and many more. R tried to took one from the students’ examples, and discuss it together based on the generic structure of narrative text. Many students still confused divide the story as orientation, complication and resolution.

FN.07/21-03-2013

The students could tell the story easier. They also knew well about the story of ‘The Little Red Riding Hood’. They were familiar with the story, so that the researcher was easier in explaining it based on the generic structure and

language features of narrative text. The following presents their statements after the researcher used the comic strips in the modelling stage.

- R : *Sebelumnya pernah engga diajarin text pakai comic strips kayak tadi?* ('Have you ever taught a text using comic strip before?')
- S1 : *Engga Miss. Biasanya cuma dikasih text dari buku atau LKS.* ('Not yet Miss. Usually we got text from textbook or worksheet')
- R : *Trus gimana pendapat kalian waktu Miss nunjukin gambar tadi buat jelasin narrative text?* ('So, what is your opinion when I showed the comic strips to explain the narrative text?')
- S1 : ***Lebih menarik comic strips nya Miss daripada textnya.*** ('It was more interesting the comic strips than the text Miss')
- S2 : *Iya Miss, jadi lebih jelas ceritanya. Gak banyak kata-katanya* ('Yes Miss, Its more understandable. It consist less words')
- R : *Tentang apa?* ('About what?')
- S1 : ***Bisa membayangkan ceritane Miss walaupun tadi ga ngerti bahasa inggrise.*** ('I could imagine the story although I did not understand the English text')
- R : *Oh urutan ceritanya ya?* ('Oh about the order of the story?')
- S2 : *Iya Miss.* ('Yes Miss')
- S1 : ***Iya Miss jadi lebih paham narrative text*** ('I understand what a narrative text is')

Interview transcript11/ 23-03-2013

Before the students came to real writing session, they need to comprehend the generic structure of narrative text. The teacher asked them to answer based on narrative text. After answer and discussed it together, students are also got task to choose the right verbs and the punctuation in a text showing the past events. Most of the students looked at their dictionaries to find the simple past verbs. They were motivated to answer the right options.

After the students practiced the task, another comic strip distributed to attract the students to make a simple paragraph based on comic strip. Students identify the comic strips and mention the topic, events and the object of the comic strip. After students observed the comic strips, they asked to make an outline based on the comic strip. Most students were motivated to find the meaning of the difficult words on the comic strips, but they faced difficulties in produce the paragraph. After finished make an outline, students were asked to develop their outline into a narrative text. The researcher helped the students and walked around the class and gave more explanation. In the end of the class, the students and the teacher discussed it together. As the bell was ringing, the researcher closed the lesson.

b. Second Meeting

. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

After brainstorm the students about the narrative text, the researcher distributed the narrative text and ask the students to answer the questions. After finished answer the question and discuss it, the researcher distributed a jumbled comic strips to the students. In this task, students divided into six groups, they need to re-arrange the jumbled comic strips into a good order. The purpose of this activity was to help the students sequence their ideas. After they were finished the task, they need to develop the story based on the comic strip given. The students and the researcher's guidance explored the vocabularies, the sequence words of the story that might be used in developing the comic strips. She asked

the questions, such as “Who was in the comic strips?” and “Where was the complication started?” They could answer the questions correctly, and started to write the outline.

After the students finished the outline, game was held to discuss it. The first group was pointed by the researcher, and they had to tell the story that they have made. Then they could point other group to continue the story based on the comic strips and the paragraph that they have made. If the group made mistake in arrange the comic strips, or there was no relation with the previous paragraph, the group before would give additional question about narrative text as the consequence. This following field note shows students’ condition toward the teaching and learning process. Although the class became noisy, **the students did the game in ordering the jumbled comic strips enthusiastically. By ordering the comic strips, they were helped to organize their ideas. In this activity, they enjoyed the learning process.** After the game was over, she discussed the generic structure, the simple past verbs, the words showing past activities, the words showing sequences, the social purpose and the difficult vocabularies that they found in the text. **Most of the students participated in the discussion and they were motivated to identify those elements.**

FN.11/ 23-03-20113

After the students practiced the tasks, the researcher distributed another comic strip to the students. The students with the researcher’s guidance explored the vocabularies that might be used in describing the comic strips. Then, she delivered some questions to help them in outlining stage before drafting, such as “who was in the pictures?”, “which one of the comic strips is orientation?” or “who involved the story?”. The students answer some questions from the researcher to help them wrote their narrative text. Then, the students classify the comic strips according to the generic structures of narrative text, orientation, complication and resolution. In this case, comic strips not only help the students to classify the comic strips based on the generic structure, but also help the students to organize their ideas to write a narrative text. There were some students

that still face difficulties to find appropriate words to express their ideas. To help the students, the researcher and the collaborator monitored the students and asked them to always look at the dictionaries.

Most of the students read enthusiastically. The students were easier to answer the questions about the story. In this discussion, students could classify the comic strips according to the generic structures of narrative text. They more confident wrote their own draft although some of them still asked R or the collaborator the words that they could not find in dictionaries, especially about the past tense.

FN.11/ 23-03-2013

When the students wrote their draft of the narrative text, the researcher interviewed the collaborator. The following interviewed was held between the researcher and the English teacher as the collaborator.

- R: *Menurut ibu bagaimana anak-anak saat menulis dengan comic strips tadi?* ('How do you think about their writing process using comic strips Mam?')
- T: Ternyata sangat membantu ya mbak medianya. **Anak-anak bisa lebih mengembangkan ide mereka. apa yang akan diceritakan.** Bisa ngerti bagian yang harus pada orientation, pindah ke complication sama resolutionnya. Cuma tadi masih banyak yang susah dalam mentranslate bahasa Inggrisnya mbak. *Saya harap anak-anak bisa menulis lebih banyak di pertemuan selanjutnya* ('The media is really helpful. **Students can develop their ideas in writing.** They can divided the generic structure as orientation, move to complication and resolution. But there are some of them still difficult to translate the words. **I hope they can write more sentences in the next meeting**')

Interview transcript6/ 21-03-2013

In the last five minutes, the students submit their writing. Since they only could finish their tentative drafts in the first meeting, the next meeting the students revised their drafts according to the researcher's notes. After that, the researcher

reviewed the generic structure, language features and the purpose of the narrative texts. The students could understand those elements well.

c. Third Meeting

The researcher started the class by greeting the students, checking their attendance, asking one of the students to lead the prayer and asking about the previous meeting.

The students were asked about the generic structure, the purpose and the language features of the narrativetexts. They could answer all the questions although they sometimes looked at their notes. Then the researcher told the objectives of the learning. She told them to make the final drafts of their previous writings and they had to write a story based on comic strips individually.

To engage students' motivation in writing narrative text, before the students wrote their final drafts, game was held. The researcher would give a title of movies at the white board. Class divided into two groups, boys and girls. They should write the characters, the events, and the complication of the movie. The longest list would be the winner and got reward from the researcher. The students were motivated to play the game.

After the game was over and got the winner, the researcher discussed the text. She asked the students about the generic structure of the text, the simple past verbs, the words showing past activities, the words showing sequences and the purpose of the text.

In the main activity, the students edit their drafts in the previous meeting. After all students got the paper, they rewrite their paragraphs based on feedback

that they got from the researcher. She also gave them explanation to her notes that might be not be understood by the students.

R gave example from one of students' writing. The sentences wrote on a whiteboard so that the students could discuss the mistake. Students involved the discussion by gave their opinion and corrected the mistakes. Most students were still difficult used past tense.

FN.12/28-03-2013

From the results of their writing, the students could organize their story in a good order although they only wrote less sentences based on the comic strips. They did some mistakes in the language use and diction. While revising, the students were given personal guidance from the researcher.

Students got some more explanations before they wrote their own narrative text. First, they were asked to observe the series of pictures. The researcher asked some leading questions. The first question was "what did the picture tell about?". The other questions were about the setting of place and time, the objects and some action verbs. Those questions reflected the generic structure of the narrative texts. Most of the students commented at the comic strips. Some students said that they have ever read it before.

Then, the researcher went around the class and helped the students if they needed help like finding the appropriate diction, correcting the past form of verbs and developing the story based on the comic strips. The time was enough to them in writing a complete text which consisted of orientation, complication and resolution.

As the bell ringing, the students collected their writing. Before the researcher ended the class, she asked the students about their difficulties related to the activity and the given material. Then, the researcher ended the class.

3. Reflection

Based on the observations in Cycle 1 which were done through field notes, interview transcripts, and samples of the students' writing, the researcher did not get any difficulties to transfer the materials about narrative text to the students. However, the students still made many errors, especially in the use of simple past tense and word choice (diction).

R: *"Dek, yang Miss suruh tadi membuat draft writing, masih ada yang belum ngerti?"* ("Okay Bowo, I asked you to make the draft of your writing. Is there any difficult?")

S: *"Sedikit."* ("A little.")

R: *"Yang mana dek?"* ("Which one?")

S: *"Kalau saya kosakata Bahasa Inggrisnya yang sedikit Miss sama past tensenya kadang lupa aturannya."* ("I have a limited vocab Miss and I often forget the formula of past tense")

Interview Transcript10/23-03-2013

However, they were still confused of the feedbacks that were given on their writing. They were confused what they should write to make it right.

The students could clearly understand the researcher's explanation about narrative text. It could be seen when the students identified the parts of the narrative texts. Most of them knew that narrative texts should have the orientation, the complication and resolution. They could also show the parts of the narrative texts in the comic strips that were given to them. They also knew the purpose of a

narrative text when the researcher asked them. The following is interview transcripts that show the students knowledge about a narrative text.

- R: "*Kalau tentang generic structure gimana dek udah paham?*"
 ("How about the generic structure, have you understood?")
- S1: "*Udah lumayan Miss.*"
 ("**Pretty good, Miss.**")
- R: "*Hmm.... coba sebutkan generic structure narrative texts ada apa aja?*"
 ("Hmm... So please mention the generic structure of narrative texts.")
- S1: "*Yang pertama orientation, yang kedua complication, dan yang ketiga resolution. Eh, kadang juga ada coda.*"
 ("**First is orientation, second is complication, and third is resolution. Eh, sometimes there is coda**")
- R: "*Iya bener. Kalau tujuannya dari narrative text untuk apa dek, masih ingat ga?*"
 ("yes, that is right. How about the purpose of a narrative text, do you still remember?")
- S1: "*Hmm... (sambil mengingat-ingat).*" "*Hmm... itu ya Miss kalau ga salah untuk menghibur pembaca*"
 ("**Hmm... (He is remembering).**" "**Hmm... Miss, if I am not mistaken, it is to entertain the reader.**")
- R: "*Iya bener banget, thu bisa.*" "*Berati sudah jelas ya?*"
 ("Yes, that is true, you can." "So, you have understood, haven't you?")
- S1: "*Sudah Miss.*"
 ("**I have, Miss.**")

Interview transcript 12/28-03-2013

The researcher found that the students attained some improvements when they wrote narrative texts. It could be observed from the students' writing in the last meeting of Cycle 1. There was also an improvement on the students' behaviour toward the teaching and learning process. The following field note presents the students' condition in the classroom before the implementation of comic strips.

During the teaching and learning process, **the students did not pay attention to the teacher's explanation. She did not use interesting techniques to attract**

students' interest. They were not enthusiastic on doing the task. After giving tasks, the teacher asked some of the students to come forward and write their results but the rest made some noise and did nothing. **The teacher also did not explain how to write narrative texts although they found difficulties.**

FN.04/14-03-2013

Before the researcher implemented the actions, she found that many students had difficulties to organize their ideas in a good order. They also had difficulties to use the correct grammar. The following presents the students' statements about their difficulties to write narrative texts before conducting the actions.

- R : *Gimana dik tadi nulisnya susah ga?* ('How was your writing?')
- S1 : *Susah miss, bingung mau nulis apa?* ('It was difficult Miss, I did not know what I should write')
- R : *Susahnya gimana dik?* ('How as it difficult?')
- S2 : *Iya Miss pake past tensenya* ('Yes Miss using the past tense verbs')
- S1 : *Ya bikin ceritanya Miss. Gak ada idenya.* ('Yeah the writing the text Miss')

Interview transcript 05/16-03-2013

In the modelling section in Cycle 1, the comic strips facilitated the students to catch the ideas of the text in terms of generic structure, language features and social function. In the writing section, the comic strips helped them to organize the story in a good chronological order. The teaching strategies in implementing comic strips not only influenced the organization of the text but also content, vocabulary and language use aspects. The following presents the students' statements after the first meeting.

- R : *Nah abis latihan simple past tense tadi apakah kalian masih menemukan kesulitan pas menulis text narrative?* ('After you practiced the use of simple past tense, did you still find any difficulties in writing narrative texts?')

S2 : *Iya Miss, tapi ga bingung mau nulis apa wong ada gambarnya tapi bingung bahasa inggrisnya, trus masih belum bisa rubah simple past tensenya, tambah -ed atau yang beda kata gitu. ('Yes Miss, the pictures helped me to write but I still could not change the verbs, adding -ed or different word.')*

Interview transcript08/ 21-03-2013

The students also had improvements on the students' writing. Their writing was well-organized. They could state the generic structure of the texts coherently. Some students also did not make a lot of errors in vocabulary and language use aspects than they did before implementing the actions. They were also motivated to write narrative texts. However, they could only produce limited development of the topic. The following field note presents the students' condition towards the teaching and learning process in the last meeting of Cycle 1.

During the writing process, **the students did not find difficulties to organize their writing and to transform their ideas. They could produce a narrative text which consists of orientation, complication and resolution in well-organized.** The students were challenged to write a text from the comic strips. However, they only wrote a sentence for each picture. They did not add some supporting sentences representing each picture. During the writing process, the students asked about the vocabularies. They also asked about the use of simple past tense. **The students looked very enthusiastic on the writing process.**

FN.12/28-03-2013

After implementing the comic strips, the students have been motivated to write narrative texts. They were more enthusiastic on the learning process. They seemed attracted and began to pay attention to the researcher's explanation. They even showed their eagerness to answer the researcher's questions. They could easily find ideas that they wanted to write in their texts by observing the comic strips. These could be observed from their results of writing and the interview which was held by the researcher.

- R : *Gimana tadi menyenangkan ga nulisnya?* ('How was the lesson, did you enjoy it?')
- S1 : *Seru Miss, bisa bikin kalimat tapi pasti tetep banyak yang salah, hehe* ('its fun Miss, I could write it but I was afraid of making a lot of mistakes')
- R : *Emm gak papa, oh iya comic stripsnya bantu kalian buat nulis ga?* ('It's okay, did the comic strips help you in writing?')
- SS : *Iya Miss* ('Yes Miss')
- R : *Gimana bantunya?* ('How it could help you?')
- S1 : *Ya jadi ada idenya. Kan ada gambarnya, jadi tinggal bikin kata-katanya.* ('Yes, there is the idea. There is a comic strips, so it only need transfer the idea into words')
- R : *Menarik ga gambarnya?* ('Did the comic strips interesting for you?')
- S2 : *Iya Miss menarik Miss* ('Yes Miss, the pictures were attractive')
- Interview transcript.09/23-03-2013

To see the results of the students' writings, the samples of the student's improvements were taken randomly presented below.

Amfah N.S.

Date

XIPA1/5

Robin Hood

One day there was man named Robin Hood. He is strong
man in the city.

Someday he robbed kingdom cart. He and his friends steal it
in the middle forest. Then ~~team~~ leave the cart and troops
kingdom alone in the forest. He and his friend back to the
middle forest in the village.

In his village he spread the wealth to his people. And
they be a very happily people.

Figure 2: The Text Written before Conducting the Actions

The results of individual work in the last meeting showed the students' improvements in their writing skills especially in organizing the text. They also made improvements in content, vocabulary and language use aspects.

Before the implementation of the actions, most students' writing was not well-organized. They did not know what they should write in each generic structure. Most of their writing was difficult to understand because they only translated the Indonesian words into English. They made frequent errors in tense, word order, and preposition. After the researcher and the collaborator conducted the actions in Cycle 1, there were some improvements in writing the narrative text especially in the organization of the text.

From the two texts above, it can be found that the student made an improvement in the organization of the text. Her first writing was loosely organized and she lacked development of the topic. In the orientation, she did not provide background information which needed to understand her text. There was also no coherence between the second and the third sentences (*He robed kingdom cart. He and his friend...*). The complication was also lack of development. She could not use proper words, (*Someday, he robed kingdom cart*). In the reorientation, she did not give any supporting sentences. In short, she could not organize her story well. In Cycle 1, her writing was well-organized. She wrote the structures of the narrative text clearly. However, she only wrote a sentence representing each picture. It means that she could not write more sentences to develop the story.

Besides that, in writing her paragraphs, the student had some improvements in the diction and language use. Before conducting the actions, the student use “someday”, in the next paragraph, she can used appropriate vocabularies. In the grammatical aspect, the writer still used simple present tense in some sentences. However, she could use simple past verbs in writing her story in Cycle 1 although there were some mistakes in forming the verbs such as “*take care*” it should be “*took care*” or “*feel*” should be “*felt*.” There were also inappropriate adverb and verb such as “*feel fantastic*” and “*She is liked adventure.*”

To fulfil the democratic and dialogic validity, the researcher and the collaborator expressed their opinions, comments and suggestions related to the implemented actions. The results of Cycle 1 showed that there were improvements and weaknesses. The results of the actions could be presented as follows:

1. The implementation of comic strips in Cycle 1 could stimulate the students’ ideas to write narrative texts. They did not look confused to start their writing. However, they produced limited development in writing their stories. They only could write a sentence representing each picture and they could not add some supporting details for developing the topic based on the comic strips.
2. The implementation of comic strips could help the students to organize their ideas into logical development. They knew what they should write in each structure of the narrative orderly with the use of the comic strips.

3. The different techniques given by the researcher in presenting the comic strips made the students interested in joining the writing class. They gave positive responses during the teaching and learning of writing.
4. Giving feedback on the students' writing could help them to identify and correct their mistakes. However, they needed more clear explanations of their mistakes. In reference to the results, the students still had difficulties to find the appropriate diction and to use the right grammatical aspect. The students still only translated the Indonesian words into English. Some of them also did some mistakes in word choices. In the language use, the students already knew that simple past tense was used in writing narrative texts. However, many of them still only added *-ed* in changing the verbs into simple past.

The results of the reflection showed that Cycle I reached the criteria of success. From the rubric employed, the researcher and the collaborator used scale 3 as a standard of success. Although the students made some improvements in writing skill especially in organization aspect, there were not more than 50% students got 3 for each aspect. Besides that, the students still made several errors in agreement, tense, word order, word choice and pronouns. So, the researcher and the collaborator wanted to conduct Cycle II.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was divided into three meetings. The researcher and collaborator did three steps in this cycle; they are planning, action and observation, and reflection.

1. Planning

a. Determining the Actions to Overcome the Problems

In Cycle 1 the students could write a narrative text in a good chronological order. However, they still had difficulties to develop the sentences into a good paragraph, find the appropriate diction and use the correct grammar. To overcome the problems, the researcher and the collaborator planned three actions in this cycle.

1. Discussing the students' mistakes in grammatical and vocabulary aspects that were usually found in their writing.
2. Applying vocabulary and language use exercises in each meeting such as finding out the vocabularies that may be used in the story and filling in the missing parts of sentences with the correct tenses. The students were directed to work on these exercises before writing their drafts.
3. Using interesting techniques in teaching writing narrative texts could engage and motivate the students during the process of teaching and learning. So, the researcher still used the interesting techniques to keep their attention such as using power point presentation and video

b. Preparing the Lesson Plan and Media

The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method,

teaching and learning activities, evaluation and sources. The lesson plan was developed based on genre-based text that consist of BKoF, MoT, JCoT and ICoT.

In Cycle 2, the researcher applied a comic strips which was retrieved from the Internet on Februari 2012. The researcher modified the pictures and adapted the texts to make them suitable for senior high school students.

Cycle 2 was divided into three meetings. In this part, the researcher and the collaborator made some plans as the following.

a. **Fourth Meeting**

- 1) presenting and explaining again about narrative text to the students,
- 2) asking students to rearrange jumbled sentences into a good narrative text
- 3) Assisting students to write an outline of narrative text

b. **Fifth Meeting**

- 1) returning the students' draft,
- 2) giving detail explanation about simple past tense as this tense was dominantly used to produce a narrative text,
- 3) explaining about the feedback given on the students' draft,
- 4) asking the students to revise and edit their draft,
- 5) collecting students' writing,
- 6) giving score on the students' writing

c. **Sixth Meeting**

- 1) reviewing the materials about narrative text,
- 2) explaining the assessment criteria to the students,

- 3) asking the students to write narrative text about “Robin Hood” as they did in pre-test,
- 4) collecting students’ writing,
- 5) giving written feedback and score on the students’ writing

The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, indicators, learning materials, learning method, teaching and learning activities, and sources. Cycle 1 was divided into three meetings. The activities divided into four steps, BKoF, MoT, JCoT and ICoT.

In this Cycle, the researcher used 3 comic strips. There are *In The Park*, *Wizard Of Oz* and *Jack and The Beanstalk*. The comic strips were taken from *Graded Readers*, and the other comic strips was taken from *the internet*. The researcher modified the comic strips and adapted the texts to make them suitable for senior high school students. The comic strips contain several interesting pictures which can engage the students’ interest in the writing process.

2. Actions and Observation

The implementation of actions in Cycle 2 was conducted in three meetings.

a. First Meeting

The researcher started the class by greeting the students, checking their attendance and asking one of them to lead the prayer. All of the students attended

the class. She then explained the objectives of the teaching and learning. She told that in the end of the class they would be able to write a good narrative text based on the comic strips.

First, the researcher displayed a model of narrative text. They were also laughed when they read the text and saw the pictures on the slides. The students were motivated during the process of teaching and learning. When the presentation was over, she asked about the elements of the text such as what they should write in orientation, complication and resolution and she also asked about the language features and the social function of the text. Surprisingly, all students could answer all of the questions. They could understand more the narrative texts itself as shown in the following field note.

The students looked very enthusiastic while the researcher was displaying the narrative text and its comic strips. It looked like the English teacher never taught the students by using this medium. **The students paid attention to the slides and they did not talk to their friends. They were also attracted to the comic strips.** It can be seen from their opinions on the pictures such as, “*Hahaha lucu Miss*” or “*Wah ternyata lady-nya itu laki-laki to*” When the presentation was over the researcher asked about elements in writing narrative texts, for examples “So, what will you write in the orientation?” or “Can you mention the simple past verbs used in this text?” **Most students showed their eagerness to answer those questions.**

FN.14/30.03.2013

After presented the powerpoint, students were asked to rearrange the jumbled sentences. Next, students given comic strips entitled “*Wizard of Oz*”. The students observe the comic strips before do the task. To help the students in observing, the researcher asked some questions such as “who was in the picture?” or “when it happened?” or “what were the events?” She also asked them to find

words and action verbs related to the comic strips that might be used to write the text. This activity was aimed to help the students use the appropriate diction in writing.

Next, the students were asked to make outlines from the comic strips that they received as what they made in Cycle 1 in pairs. This grouping activity was done to make information gap and cooperative learning. By writing in pairs, they could help each other. The researcher asked them to write a sentence representing each picture in making outlines. Then they continued to develop their outlines into 3 paragraphs which consist of orientation, complication and resolution. In the writing process, the researcher walked around the class to monitor and to help the students in composing the story. The researcher and the collaborator found that they could write narrative texts easier than in the previous meeting. It is supported by the students' opinions about their writing performance as follows.

- | | |
|------------------------------------|--|
| R | : <i>Gimana dik tadi nulisnya?</i> ('How was your writing?') |
| S1 | : <i>Lebih enjoy Miss, comic strips nya bantu buat nulis.</i> ('I enjoyed the learning Miss, the pictures helped me in writing') |
| R | : <i>Kalo adik ini?</i> ('How about you?') |
| S2 | : <i>Podo Miss, hehe itu Miss kata-katanya tadi udah dibahas jadinya kan enak nulisnya.</i> ('I have the same opinion Miss, and the vocabularies have been discussed before so that I enjoyed my writing') |
| Interview transcript.15/30-03-2013 | |

b. Second Meeting

The researcher started the class by greeting the students, checking their attendance and asking one of the students to lead the prayer. Then she returned the draft that she had given written feedback. Next, she explained more detail about

correction by giving more examples to make the students more understand about their mistake.

To make students clearer understand about the past tense, the researcher gave video about past tense. Students looked very enthusiast watched the video. Researcher use different technique to engage students' motivation in class. After that, students revise their drafts that they made in the previous meeting, then students submitted it. The researcher also gave them explanation to her notes that might be not be understood by the students.

In JCoT, students made their draft based on the text given individually. While reading the text, they had to fill in the blank spaces with the right simple past tense and answer the questions to check their understanding on what they should write in orientation, complication and resolution. From the tasks, the students understood how to write a good narrative text. The following field note presents the students' behaviour during the teaching and learning process.

The researcher focused on the task of filling in the missing parts of sentences with the correct tense. **This task was aimed to improve their skills on the use of simple past tense in writing narrative texts.** After finished completing the story and answering some questions related to the organization of the text, the researcher and the students discussed the task together. **They did the task enthusiastically. They also answered the questions correctly.**

FN.13/04-04-2013

At the end of the class, the researcher asked the students to submit their writing. Then the researcher reviewed about the generic structure, language features and the purpose of the narrative texts and asked the students' opinion

about the lesson. They felt happy and the lesson could run well. As the bell ringing, the researcher ended the class.

c. Third Meeting

The researcher started the class by greeting the students, checking their attendance and asking one of the students to lead the prayer. Then the researcher asked about what they did in the last meeting. She did brainstorming to elicit the students' ideas by asking some questions related to the teaching and learning in the previous meeting.

The researcher gave students the narrative text and asked the students to answer the question and discuss the generic strictures, language features of the text. After discussed together, they need to rearrange the jumbled paragraph of narrative writing in pairs. It motivated them and more comprehend the generic structure of the text.

The researcher distributed another comic stripto the students. She asked the students to study the comic strips by asking "what did the pictures tell about?" or "what did they do in this picture?"Then she asked them one by one to mention some action verbs and objects that they found in the pictures. At the same time the students mentioned them, the researcher wrote the words on the white board, so that the students could use those words in writing the story. After studying the pictures, the students did outlining and drafting to write narrative text.

In this meeting, the researcher found that the students' difficulties to writenarrative texts were decreasing. They knew what they should write in the

orientation, complication and resolution. They also could develop their ideas based on the comic strips. The same thing as in the previous writing, the researcher walked around the class to monitor and to help the students if they needed help to build their texts.

There were a lot of improvements on the students' writing rather than in Cycle 1 upon their content, diction and language use aspects. They could write more sentences on their writing. The following presents the students' statements in the writing process.

- | | |
|-------------------------------------|--|
| R | : <i>Gimana nulisnya tadi adik-adik?</i> ('How was your previous writing?') |
| S1 | : <i>Bisa pakai past tense nya Miss. Rada nambah kata gitu Miss.</i> ('I could I put the simple past tense and I little bit increased m vocabulary, Miss.') |
| R | : <i>Comic strips bantu kalian nulis engga dik?</i> ('Did the comic strips help you in writing or not?') |
| S1 | : <i>Hooh Miss, banget. udah ngerti apa yang moditulis.</i> ('Yes Miss, so much. I knew what I should write') |
| Interview Transcript.19 /06.04.2013 | |

The meeting could run very well. Before they submitted their works, the researcher asked them to check their writing. When the researcher concluded and reviewed the materials, the students known better than in Cycle 1.

3. Reflection

In reference to the actions in Cycle 2, the researcher and the collaborator found that the students made some improvements when they wrote their final results.

In the first and second meeting, the researcher emphasized on the steps in writing narrative texts in a good organization and develops their ideas. She did

some techniques in displaying the comic strips. In the first meeting, the researcher provided a funny narrative text with the comic strips and explained the elements of the text by using power point presentation. In this case, comic strips guided them through the process of writing. The results of the students' writing in the first meeting made some improvements in aspects of organization, content, vocabulary and language use rather than in the previous cycle. The following presents the students' statements after implementing comic strips in the first meeting.

- | | |
|----|--|
| R | : <i>Gimana seneng ga dik?</i> ('Are you happy?') |
| S1 | : <i>Seneng Miss ceritanya lucu</i> ('Yes Miss, the story was funny') |
| R | : <i>Miss juga seneng pas ditanya semua bisa jawab, trus pas menulis gimana ada masalah? Comic stripsnya jelas ga?</i> ('Yeah, I am also very happy because you can answer all the questions. Did you find any difficulties in writing? Are the comic strips clear enough?') |
| S1 | : <i>Dikit Miss kalo suruh bahasa inggrisin susah. Tapi moga2 bener, hehe tau apa yang mo ditulis bisa nulis banyak tadi Miss</i> ('A little bit Miss, translating the vocabularies into English was difficult. I hope I can do it well. I wrote the texts easily and I could write many sentences Miss') |

Interview transcript.12 /30.03.2013

In the second meeting, the students looked enthusiast on joining the writing class because the researcher used a video to engage their interest. She used the video as a medium to explain more about past tense that most students were difficult to use. After having the game, she asked them to revise their writing at the previous meeting. She gave some marks or comments to show their mistakes. This activity was done to emphasize the students to use the correct grammar and select the appropriate words in writing narrative texts. The following field note presents the students' condition in the classroom.

The video made the students enjoying the teaching and learning process. The different technique can engage their motivation, so that they are not tired and bored in writing class. All students gave their attention to the video.

FN.13/04-04-2013

The third meeting also run well. The students could write a good text in a good chronological order of narrative text. They could also more develop their idea of the paragraphs. The results of this individual work showed improvements in all aspects of writing, their writing skills improved in content, vocabulary and language use aspects. When they were asked to write a narrative text based on the comic strips, they did that easily. They argued that the comic strips could guide them through the writing process. The following presents the students' statements showing their improvement in writing narrative texts.

- R : *Selama ini ketika kalian menulis narrative text comic stripsnya membantu ga?* ('Did the comic strips help you in writing narrative texts?')
- S1 : *Iya Miss, jadi bisa tau mau nulis apa, ga mboseni lah pokokmen* ('Yes Miss, I knew what I should write, it was not boring')
- R : *Kalo adik?* ('How about you?')
- S2 : *Iya Miss, sama. Tau apa yang mo ditulis itu lho Miss jadi kerasanya lebih gampang.* ('Yeah Miss, I knew what I should write, it became more easy')

Interview transcript.18/06-04-2013

The last activity in this meeting was made a narrative text about "Robin Hood". The researcher asked them to imagine the comic strips so that they could write the paragraph in a good order, generate the ideas well and also the use of appropriate and supporting sentences in every paragraph. In this activities, they more confident to write the narrative text than before the action was implemented. They understood the order of the paragraph, the use of past tense and also develop

their ideas. The results of Cycle II also brought some improvements on the students' writing. In Cycle I, there was an improvement on the organization aspect. However, the improvements on content, vocabulary and language use aspects were not really satisfying. In Cycle II, there were some improvements in the four aspects of writing.

In the first cycle, the students produced limited development of the topic. They could not write more supporting sentences dealing with the comic strips. They also made mistakes in using simple past tense and agreement. Most students only added *-ed* in changing the verbs into simple past tense. Moreover, they could not use appropriate diction in writing their story.

In Cycle II, the students' writing was better in the organization and content aspects and they made fewer mistakes in language use and vocabulary. They could write a text which was well organized and developed. They stated their ideas clearly and orderly. Their mistakes in using language and finding the appropriate diction were decreasing. These were some examples of the students' improvements in writing narrative texts by using comic strips after conducting Cycle 2.

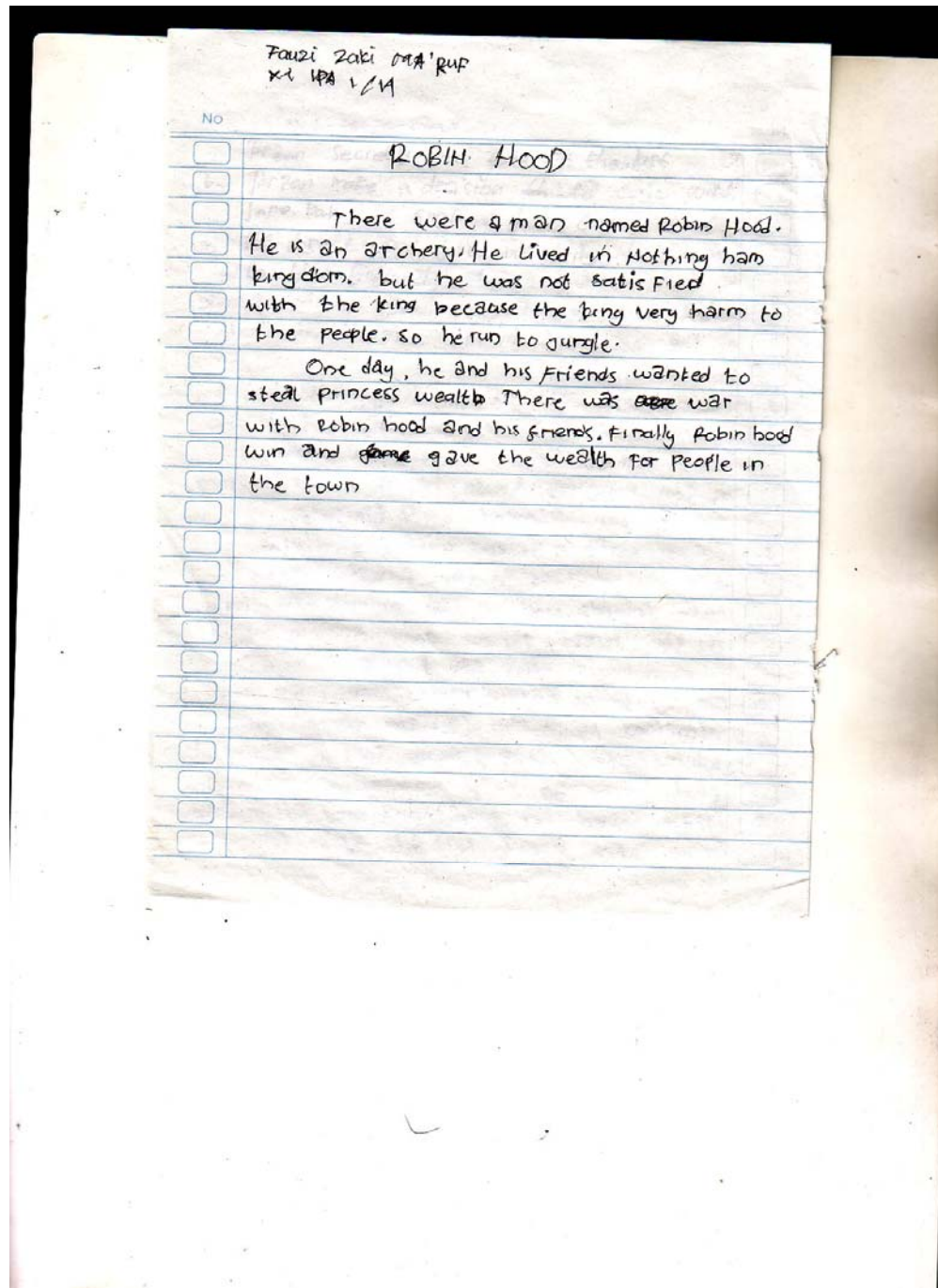


Figure 4: The Text Written before Conducting the Actions

NAME : SAUZI ZAKI MIA' RUP
 CLASS : XI IPA I
 NUMBER : 19

Write a narrative text based on the comic strips. Try to write as many sentences as possible in three paragraphs.

HEIDI

One day, there was a girl lived in the
 Scotland name Heidi. She had friend Peter.

One day Clara, Heidi friend come to her
 house. They played together. Although Clara
 used wheel chair. Clara enjoy followed Heidi
 activity. In other side, Peter feel forgotten
 and shoved Clara wheel chair.

Feel guilty, Peter helped Clara to saw
 the sunset together with Heidi. Surprise, she
 could walk. After noon, Clara could walked.

Peter so suddenly crying, and he
 confessed that he shoved Clara wheel chair
 in hill every one shock. But Clara forgive
 him. And they became a very best friend.



Figure 5: The Text Written in Cycle 1

NAME : Fauzi Zaki Ma'rif
 CLASS/NUMBER : XI IPA 1 /15

Write a narrative text about Jack and THE Beanstalk. Make 3 paragraphs consist of orientation, complication and resolution. Use the comic strips to help you narrate the text!

JACK AND THE BEANSTALK

~~Once upon a time in the jungle there was a man who could kill the giant and his wife had many friends in the morning when he was~~

Once upon a time, there lived a boy named Jack. He lived with his mother. They were so poor they only have a cow to changed with foods.

One day, the cow could not gave milk again. And Jack sold it to the market. In the way to the market, he met an old man. He changed his cow with magic beans.

This beans are really magic. It will give you a lot of advantage said the old man. Then Jack came home with the beans. His mother really angry with him and poured the beans outside the house.

Next morning, the beans grow so high. And Jack climbed to top of the tree. He was on the giant kingdom. In there, Jack stole many things and gave it to his mother. He did this many times. In the other morning, Jack stole the giant's hat. Unfortunately, the giant saw him. Jack run to the beanstalk.

Jack screamed to his mother, cut the beanstalk, talk to her. Then, his mother cut the beanstalk. The giant failed to the ground. Jack and his mother become rich because of the hard and live happy ever after.



GOOD LUCK!

Figure 6: The Text Written in Cycle 2

B. Summary of Cycle 1 and Cycle 2

In this part, there are some findings in qualitative and quantitative data. The qualitative data analyses the general findings of the research while the quantitative data analyses the students' results in their writing from the pre-test, Cycle 1, Cycle 2 and post-test.

These are some findings that the researcher found in the pre-test, Cycle 1 and Cycle 2 in teaching writing narrative texts.

Table 2: The Results of Students' Writing in the Research

Aspects of writing	Pre-condition	Cycle 1	Cycle 2
Organization	Most students could not put their ideas clearly and orderly. Their writings were loosely organized in the terms of generic structure of narrative texts.	Most students could write their ideas in a good organization of narrative texts based on the comic strips.	All students could write a good narrative text in a good organization based on the comic strips.
Content	Most students could not develop their ideas and some of their writings could not be evaluated.	Most students could develop the topic based on the comic strips orderly. However, they only could produce limited sentences.	All students could develop the topic based on the comic strips with the right components of narrative text. They also could produce more supporting sentences related to the comic strips.
Vocabulary	Most students had difficulties in word choice so that the meaning was not	Some students could use effective word choice but the other still made some	Most students could use effective word choice and word form

	clear.	errors in word form mastery.	mastery.
Language Use	All students did some errors of agreement, tense, word order, articles, pronoun and sentence construction.	Some students did errors of tense, agreement and word order.	Most students could write effective constructions and only few errors in word order, tense and agreement.

Besides the improvement of their writings, the researcher and the collaborator also found other findings during the research. After implementing the comic strips, the researcher and the collaborator found that comic strips could improve the students' interest in writing. The strategies in implementing comic strips could attract the students' eagerness in doing the writing process. The use of comic strips was successful to help the students to organize and to develop their ideas in a good order. It could be seen from the students' writings that consisted of more sentences compared to their writings before implementing the actions. Their writing was well-organized and developed. By practicing writing, the students could create a good narrative text with a few mistakes in diction and language use.

1. The Result of the Research

The results of this research consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data presents students' writing scores in pre-test, cycle 1, cycle 2 and post-test.

Figure 7: The Text Written before Conducting the Actions

NAME : Dewanggi asa R
 CLASS : XI IPA C
 NUMBER : 110

Write a narrative text based on the comic strips. Try to write as many sentences as possible in three paragraphs.

HEIDI

Once upon a time there were friend Peter and Heidi live in a small village. They were so happy to live there. They love to see the sunset at him near their village.

One day, Clara come to Heidi house. Clara couldn't walk, so she used wheel chair. Heidi very antusias to showed Clara about her activities. Peter feel so sad, so he stole Clara's wheel chair. He showed Clara's wheel chair down to the hill. Heidi confused why the wheel chair less. Then he ask Peter. Peter don't want answer.

Peter finally help Clara to walk with him. Finally Clara want do, but finally they walked together helped Clara. After seeing the sunset Clara grandma found them and ask them to go home.

Clara grandma shocked. "On my goodness! it's miracle! I can't believe it! Oh Clara"

suddenly Peter cryed and ask Clara apologized because he showed her wheel chair.

Clara forgive him and they become a best friend.



Figure 8: The Text Written in Cycle 1

NAME : DEWANGGI ESA R
 CLASS/ NUMBER : XI IPA I/

Write a narrative text about Jack and THE Beanstalk. Make 3 paragraphs consist of orientation, complication and resolution. Use the comic strips to help you narrate the text!

Jack AND The beanstalk

once upon a time there lived a widow and his son. they very poor family. they only have a cow. one day their cow could not make milk again. the widow sold it to the market.

at the market, Jack met old man. He bartered the cow with the magic beans. in home Jack argued by his mother. The beans threw out the window. next morning there ~~was~~ was a giant beanstalk. Jack climbed it and came to the top. ~~There~~ there, he saw a woman giant and she asked to feed. The woman giant gave food to him. it happened not only first.

one day, Jack decided to the giant house. He saw the giant man. "Potatoes" said the giant man. The giant man loved to ate bag. it made Jack scared. lucky, Jack could steal the bag of the giant when he was sleep. suddenly the giant man make up. Jack run down to his house. the giant man chased him. Jack climbed down the beanstalk. He asked his mother to cut the beanstalk. after cut the beanstalk, the giant man killed. Jack and his mother live happily.



Figure 9: The Text Written in Cycle 2

NAME : DEWANGGI ESA R.

CLASS/ NUMBER : 21 IPA 1 /

Write a narrative text about Robin Hood. Make at least 3 paragraphs!



ROBIN HOOD

once upon a time there lived a very strong archery man named Robin Hood. He was against the king, so that he moved to the jungle. In few times there was friends from his home. they war and excelsed routines to against the king. The took the jewels and wealth from rich people for poor people this ~~poor~~ ^{poor} people are very talented.

one morning, they decided to stole the prince's car. they hidden behind the brush and the trees. They used undercover costumes. when the coming, they were stopped the car. early, they group not wanted to ~~give~~ ^{gave} their wealth. Robin and his friends commended them and pushed them to gave their wealth. Finally, the prince's group lose. At they gave their wealth to Robin Hood group.

At Home, people was waited for them. when they come life, they fast very happy. Robin Hood and his friend gave the jewels to the poor people. the poor people was very happy. in the afternoon they made party ~~the~~ ^{celebrate}. They very excited to joined the party all person very happy and thank to Robin Hood and friends.

Figure 10: The Text Written after Conducting the Actions

The samples above showed one of the students' improvements in writing narrative texts which could represent all students' writings. In the preliminary

study, he could not develop his ideas in good paragraphs. Besides that, he also did some mistakes in language use such as the punctuation, tense and word order. He still used simple present tense in telling the events.

After the researcher conducted Cycle 1, the student made some improvements in all aspects of writing but they were not really satisfying. He could organize his story well. However, he only wrote limited development of the topic without adding some supporting sentences. In the language aspect, he used simple past tense in writing her story still made a mistake. In the vocabulary aspect, he still had difficulties to select the appropriate vocabularies for her writing.

In Cycle 2, the student did a lot of improvements in all aspects of writing. She could develop the ideas into a good chronological order and state the generic structure of the text clearly and correctly. He also did fewer mistakes in vocabulary and language use.

After implementing the actions, the student's writing showed some improvements in organization and content aspects. He was capable to develop the ideas coherently. He also could write more sentences in her writing. He rarely did some mistakes in language use and diction.

2. Students' score

In this part, the researcher presents the students writing score in the pre-test, Cycle 1, Cycle 2 and post-test. The researcher analyses the students' mean score in all aspects of writing namely organization, content, vocabulary and language use.

The tables below show the mean score of each aspects of writing.

Table 5: Students' Mean Score in the Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	2.15	2.51	3.1	3.54

The students' mean score in the organization increased after the actions during the implementation of comic strips. The students' gain score is obtained by comparing the students' mean score of pre-test and post-test which is 1.39.

Table 6: Students' Mean Score in the Content Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	1.64	1.87	2.86	2.93

Table 6 presents the students' mean score in the content. After implementing the actions in the research, the students' mean score in language aspect increased. The students' gain score compared from pre-test and post-test in the content is 1.29.

Table 7: Students' Mean Score in the Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	1.70	1.93	2.46	2.86

According to the table, the students' mean score in the vocabulary increased during the research. In pre-test, the students' mean score is 1.70. In Cycle 1 the students' mean score increased becomes 1.93. The students' mean score after Cycle 2 is 2.46. In post-test the students' mean score is 2.86. The gain score of this aspect is 1.16.

Table 8: Students' Mean Score in the Language Use Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Language Use	2.04	2.29	2.83	3.1

Table 8 presents the mean score in the language use which is attained by students. It can be seen that students' mean score in this aspect increased in every cycle. In pre-test, the students' mean score is 2.04. After conducting the Cycle 1, the students' mean score increased becomes 2.29. The students' mean score in the cycle 2 is 2.83. Then in post-test the students' mean score is 3.1. The gain score is obtained by comparing the students' mean score of pre-test and post-test which is 1.06.

To know students' improvement after the actions during the research, the researcher summarized the general findings of students' score from pre-test, Cycle 1, Cycle 2 and post-test.

Table 9: General Finding of Students' Score from Pre-test, Cycle 1, Cycle 2 and Post-test

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mean score	1.88	2.15	2.81	3.11

Table 12 presents the information about the students' mean score in four aspects of writing which was obtained from pre-test, Cycle 1, Cycle 2 and post-test. The students' mean score in pre-test is 1.88. The students' mean score in Cycle 1 is 2.15. It increased in the Cycle 2 which is 2.81 and in the post-test the students' mean score reached into 3.11. It can be concluded that comic strips can improve the students' skills of writing narrative texts by using comic strips.

C. DISCUSSION

In this section, the researcher provides the analysis of the results gained in Cycle 1 and Cycle 2 of the research. The results were used to know whether the use of comic strips can improve students' skills in writing narrative texts or not. The observation was done to determine the problems during the process of teaching and learning of writing narrative texts. One of the result was that the students had problems in constructing paragraphs of narrative text which met unity and coherence. They also could not develop their ideas in a good order. Besides that, they made some mistakes in language use and diction. They also lacked motivation during the teaching and learning process. To overcome those problems, the researcher and the collaborator applied two cycles.

The first cycle showed that the students made an improvement in organizing the narrative texts. They could put their ideas to construct a narrative text with a good chronological order. They also did the steps of writing including planning, drafting, editing and final draft well. However they could not develop the topic to some supporting sentences. So the students' improvements in content, vocabulary and language use were not really satisfying. Most of the students only add *-ed* in changing the simple past verbs or even not change it at all. They also found difficulties to select the appropriate diction in writing their story. They only looked at their dictionaries without considering the meaning of the words.

In the second cycle, the students showed improvement in 4 aspects of writing. They could develop their story into a good chronological order. Comic strips facilitated them to organize their ideas. It also helped the students to inspire more ideas to write. In language aspect, the students made few mistakes in using verbs in past form. In Cycle 2, the researcher wrote down some samples of the students' mistakes on the board. Then she discussed the mistakes with the students together and also corrected them. She also gave feedback on the students' writing. It could help the students to understand their mistakes. The researcher also asked the students to mention some objects that might be used in writing their story. This activity helped them to select the appropriate diction.

Besides that, the improvement was not only in their writing skills but also in the students' behaviour in the class. The students seemed more enthusiastic and motivated to write. They participated well in writing process. They felt more confident to write narrative texts as they had experienced how to organize and

develop their ideas through the implementation of comic strips. The use of comic strips could attract their attention so that they could enjoy the learning.

In reference to the explanation above, the utilization of comic strips could improve students' writing skills on narrative texts. The activities during the teaching and learning process also could improve the classroom interaction, students' motivation and students' attention.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents conclusions, implications and suggestions for teacher and further research to this action research.

A. Conclusions

The research is about using comic strips to improve students' skills in writing narrative texts. Based on the findings in the previous chapter, it can be concluded that comic strips can improve students' skills in writing narrative texts. This can be seen from the findings of the researcher during the process of the action research.

1. The reconnaissance step was conducted by doing classroom observation and interviewing the teacher and the students. From these activities, the researcher found that there were some problems in writing. They dealt with classroom activities, technique used by the teacher and students' writing skills related to content, organization, vocabulary, language use and mechanics.
2. The planning steps were done by the researcher and the teacher by making strategic plans in order to solve the problems. They decided to use comic strips as the media in the writing process to overcome the problems.
3. The researcher and the teacher implemented the strategic actions into two cycles in which each cycle consisted of three meetings. They gave comic strips in the writing class so that students can develop and organized-well the text. They are also give feedback in students' draft so the students could revise their draft based on the feedback.

4. After the implementation of each cycle, the reseacher and the teacher did reflection. It was done through the data found from the observation during the actions.

5. The result of the reflection showed that there were some improvements on the students' skills of writing narrative texts under applying comic strips. This media can improved students' writing skills in five aspects of writing which are content, organization, vocabulary, language use and mechanics. By applying comic strips, the students got better understanding of the process how to write a text so they could express their ideas well using appropriate vocabulary items. They also were able to produce well-organized text and develop their paragraph. In addition, they improved their grammatical knowledge so they could minimize their errors. During the implementation of comic strips, the researcher used some teaching strategies such as discussing the mistakes on students' writing, exploring ideas on the comic strips and applying vocabulary and language use exercises. Those teaching strategies led the students to have positive responses toward the teaching and learning process. They did not show any reluctance to be involved in the learning process. The students also liked to have comic strips in their writing class because it contains several interesting pictures. It increased their motivation to write during the writing process. The use of comic strips improved the students' performance in writing and the students' attitude toward the teaching and learning process.

B. Implication

According to the research findings, the implementation of comic strips helped the students in writing process such as planning, drafting, editing and final draft. The use of comic strips also could improve the students' skills in organization and content aspects. By the series, the students could construct paragraphs into unity and coherence. They also could easily generate ideas into a chronological order. Moreover, the students had better attitude toward the teaching learning process. The teaching strategies of using comic strips increased the students' motivation in the teaching and learning process of writing. The collaborator also wants to have this medium in teaching writing for students. It implies that the teachers need to implement comic strips in their teaching and learning process of writing.

C. Suggestions

After implementing the comic strips, the researcher has some suggestions for the English teachers and for further researchers to be considered.

1. For English teachers

It is suggested for the English teachers to use comic strips in teaching writing narrative since it can solve the students' problems in writing itself. Besides that, the teaching strategies of using comic strips can be proven to improve the students' motivation toward the teaching and learning process of writing.

2. For further researchers

The use of comic strips can improve the students' skills of writing narrative texts. Further researchers are recommended to use comic strips on different grades of education such as senior high school level to see the effectiveness of using this medium in composing narrative texts. Further researchers also may conduct research on other genre of texts to improve their writing skills in different kind of both factual and literary text.

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APPENDIX A:

FIELD NOTES

FIELD NOTES

No. : FN.01
Hari,Tanggal : Senin, 4 Maret 2013
Tempat : MAN Yogyakarta II (Ruang Kepala sekolah)
Kegiatan : Meminta ijin penelitian
Responden : P : Peneliti
 KS : Kepala Sekolah

1.	P datang ke sekolah kemudian menuju ke ruang kepala sekolah. P kemudian bertemu dengan KS dan KS menyambut P dengan sangat baik. P kemudian menyampaikan maksud kedatangannya untuk meminta ijin penelitian.
2.	KS menanyakan judul penelitian P. Kemudian P menjelaskan bahwa P akan melakukan penelitian dengan judul " <i>Improving Students' Skills of Writing by Using Comic Strips for Eleventh Grade of Science Students</i> " KS kemudian menanyakan prosedur penelitian.
3.	P menjelaskan bahwa P akan mengajarkan menulis <i>Narrative text</i> dengan menggunakan <i>comic strips</i> untuk meningkatkan kemampuan menulis siswa.
4.	KS kemudian mempersilahkan P untuk menemui GBI untuk membicarakan tentang penelitian yang akan dilakukan P. P pamit dan menuju ruang guru.

No. : FN.02
Hari,Tanggal : Senin, 4 Maret 2013
Tempat : Ruang guru
Kegiatan : Meminta ijin penelitian
Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P menuju ruang guru dan bertemu dengan GBI. GBI terlihat sedang bersantai dan ketika melihat P, GBI langsung menyambut P dengan baik.
2.	P kemudian mengungkapkan maksud kedatangannya untuk melakukan penelitian tentang " <i>Improving Students' Skills of Writing by Using Comic Strips for Eleventh Grade Students</i> "
3.	GBI langsung menyetujui dan menanyakan waktu penelitian akan dilaksanakan. P merencanakan bahwa penelitian akan dilakukan pada bulan itu.
5.	P dan GBI sepakat bahwa penelitian akan dilakukan pada bulan Maret.
6.	P menanyakan kapan P dapat melakukan observasi.
7.	GBI memberikan saran observasi dapat dilakukan secepatnya.
	P bertanya kapan GBI ada waktu untuk interview, namun hari itu GBI ada acara, sehingga memberikan janji interview pada hari Kamis.
8.	Setelah sepakat hari untuk interview dan observasi, P kemudian pamit.

No. : FN.03
Hari,Tanggal : Kamis, 07 Maret 2013
Tempat : Ruang Guru
Kegiatan : Interview
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

1.	P bertemu dengan wakil kepala sekolah dan meminta ijin untuk bertemu GBI yang sedang mengajar.
2.	P menunggu GBI selama setengah jam. Setelah bel berbunyi, P bertemu dengan GBI dan menyampaikan maksud kedatangannya untuk melakukan interview.
3.	GBI menyambut P dengan baik dan mempersilahkan P untuk melakukan interview.
4.	P melakukan interview seputar kegiatan menulis bahasa inggris untuk siswa SMA khususnya kelas XI. Karena GBI saat itu mengajar untuk kelas XI dan XII.
5.	GBI kemudian menceritakan kesulitan siswa ketika menulis dan kondisi kelas ketika pelajaran menulis.
6.	GBI kemudian menanyakan kembali tentang penelitian yang akan dilakukan.
7.	P menjelaskan bahwa akan mengadakan <i>action research</i> untuk meningkatkan kemampuan siswa dalam menulis teks Narrative dengan menggunakan <i>comic strips</i> .
8.	GBI menyambut baik penelitian tersebut karena menurut GBI siswa akan lebih mudah dalam menulis dan menyalurkan ide dengan urut karena dibantu dengan gambar.
9.	GBI menanyakan kembali jadwal penelitian yang akan dilakukan P.
10.	P kemudian menjelaskan bahwa P akan melakukan penelitian pada bulan Maret itu yang rencanya dilakukan pada tanggal 21 Mqret 2013
11.	Selain memperjelas jadwal penelitian, P dan GBI membuat janji untuk melakukan observasi. Diputuskan observasi dilakukan tanggal 14 Maret 2013.
12.	GBI kemudian memberikan kelas XI IPA 1 sebagai kelas yang akan dilakukan penelitian. Kemudian GBI pamit untuk mengajar.
13.	P berterima kasih akan bantuannya dan kemudian pamit.

No. : FN. 04
 Hari, tanggal : Jumat, 14 Maret 2013
 Tempat : Ruang kelas XI IPA1
 Kegiatan : Observasi
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	P sampai di sekolah kemudian menuju ke ruang guru untuk bertemu GBI.
2.	P kemudian mengobrol dengan GBI sebelum pelajaran dimulai untuk melakukan observasi.
3.	P dan GBI langsung menuju ke ruang kelas.
4.	GBI kemudian mempersilahkan P untuk duduk di bangku paling belakang yang masih kosong.
	Ketika bell berbunyi, dan GBI serta P masuk kelas, masih banyak S yang berada diluar ruang kelas, beberapa masih menyelesaikan makan mereka. Kemudian GBI menunggu sampai semua siap melanjutkan pelajaran
	GBI lalu memulai berdoa. Saat itu S masih sibuk dengan kesibukan masing-masing dsehingga kelas terlihat masih berisik dan belum siap.
	Setelah berdoa, GBI menanyakan tugas menulsi sebelumnya, ternyata banyak yang masih belum selesai.
	GBI menjelaskan tentang <i>generis structures and language features narrative</i> teks tanpa menggunakan media sebagai <i>model of the text</i> .
	GBI juga menjelaskan tentang <i>past tense</i> . Namun, banyak S yang tidak fokus mendengarkan, banyak yang melakukan kegiatan lain, mengerjakan tugas mata pelajaran lain, berbicara dngan temannya. Saat GBI membuat pertanyaan, hanya beberapa yang mendengarkan - siswa yang duduk di depan kelas.
	Kemudian GBI memberikan tugas pada siswa untuk menulis. Para murid kebingungan membuat ceritanya. Mereka juga kesulitan dalam merangkai kata menjadi kalimat yang selanjutnya dibuat paraghraf.
	Terlebih lagi, beberapa murid hanya mencontoh pekerjaan temannya. GBI tidak menuntun muridnya, dan sepertinya murid takut untuk bertanya pada GBI.
	Murid kebingungan untuk memilih kata dalam tulisannya, mereka pun membuat kesalahan dalam penggunaan kata, <i>spelling, errors of agreement</i> , dan dalam penggunaan <i>article</i> .
7.	GBI menggunakan papan tulis sebagai media dalam pembelajaran. Sehingga Nampak bahwa murid membutuhkan media untuk menarik perhatian siswa karena mereka tidak termotivasi.
8.	GBI kemudian menunjuk beberapa siswa untuk maju ke kelas dan menulis jawaban mereka.
9.	Ketika beberapa siswa maju terlihat siswa yang lain ribut dengan temannya. Beberapa masih mengerjakan pekerjaan lain.
10.	Setelah selesai menulis jawaban, GBI mengecek jawaban siswa.

11.	Banyak jawaban siswa yang salah walaupun hanya menjawab pertanyaan berdasarkan teks <i>narrative</i> .
12.	GBI kemudian membenarkan jawaban siswa sambil menjelaskan kesalahannya.
13.	GBI kemudian menjelaskan kembali <i>narrative texts</i> .
14.	Banyak siswa yang tidak memperhatikan sedangkan siswa yang berada di bangku depan terlihat sibuk menulis.
15.	GBI kemudian menjelaskan “ <i>If you want to tell the activities which happened in the past you have to use simple past tense</i> , cirinya stem +ed atau stem + V2, contohnya “visit” jadi “visited” lalu “go” jadi “went”, trus kalo mau menulis harus memperhatikan yang pertama subjek ya anak-anak trus verb atau kata kerja”.
16.	Siswa terlihat bingung karena GBI hanya memberikan 2 contoh penggunaan <i>simple past tense</i> .
17.	GBI lalu menyuruh siswa untuk kembali menjawab pertanyaan yang ada pada LKS.
18.	Setelah 20 menit, GBI meminta siswa untuk maju ke depan dan menulis kata-kata yang telah mereka urutkan menjadi kalimat.
19.	Ketika yang lain maju ke kelas terlihat banyak siswa yang gaduh. GBI kemudian menegur siswa yang terlihat tidak memperhatikan.
20.	Siswa diam sebentar kemudian terlihat ribut kembali.
21.	GBI kemudian mengecek pekerjaan siswa. Banyak siswa melakukan kesalahan terutama dalam meletakkan kata kerja.
22.	GBI kemudian menjelaskan kesalahan siswa. Tetapi banyak siswa yang tidak mendengarkan penjelasan GBI.
23.	5 menit sebelum bel, GBI menjelaskan kembali tentang <i>narrative texts</i> .
24.	GBI menjelaskan bahwa ketika menulis <i>narrative texts</i> yang harus diperhatikan adalah penggunaan <i>simple past tense</i> . GBI juga hanya menyebutkan <i>generic structure of narrative texts</i> tanpa menjelaskan lebih lanjut.
25.	GBI kemudian mengajak P untuk mengakhiri pelajaran.
26.	P melakukan <i>interview</i> kepada GBI dan siswa setelah observasi.

No. : FN. 05
Hari, tanggal : Sabtu, 16 Maret 2013
Tempat : Ruang Guru
Kegiatan : Pre-test
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

1.	P sampai di sekolah dan langsung bertemu dengan GBI.
2.	P bersalaman dengan semua guru yang ada di ruang guru dan meminta ijin untuk menemui GBI.
3.	P menyerahkan RPP untuk <i>Cycle 1</i> kepada GBI untuk diteliti.
4.	GBI membaca RPP yang diajukan P dan berpendapat bahwa RPP yang

	dibuat P sesuai dengan harapan GBI.
5.	P pamit untuk menuju ke kelas VIIB untuk melakukan <i>pre-test</i> .

No. : FN. 06
Hari, tanggal : Sabtu, 16 Maret 2013
Tempat : Ruang kelas XI IPA1
Kegiatan : Pre-test
Responden : P : Peneliti
 S : Siswa

1.	P menuju kelas dan langsung disambut baik dengan siswa.
2.	P menanyakan kabar siswa dan dilanjutkan berdoa.
3.	P memperkenalkan diri kepada siswa dan mengungkapkan tujuan kedatangan P di kelas.
5.	Siswa menyambut baik tetapi ribut karena tidak ada GBI.
6.	P menyuruh salah satu siswa untuk membagikan lembar pre-test.
7.	Salah satu siswa membagikan lembar pre-test.
8.	P memberikan instruksi tentang apa yang harus dilakukan oleh siswa.
9.	Siswa terlihat kesulitan dalam memulai untuk menulis. Mereka terlihat bingung dan tidak dapat menyalurkan idenya dengan baik.
	Siswa mengerjakan pre-test dan selalu meminta P untuk membantu mengartikan kata dalam bahasa inggris seperti "Miss bahasa inggrisnya merampok apa?" Atau "Miss bahasa inggrise kereta kuda apa? Moso <i>horse train</i> hooh?" sambil bercanda.
10.	Bel berbunyi, siswa beberapa sudah menyelesaikan teksnya. Beberapa masih bingung menyelesaikan pekerjaannya dan bertanya dengan temannya.
11.	Karena waktu sudah habis, P mengumpulkan lembar test.
12.	Setelah salam dan menutup pertemuan pada hari itu P berterimakasih dan pamit menuju ke ruang guru.
13.	P menemui GBI yang sedang bersiap-siap untuk mengajar lalu pamit.
14.	Saat istirahat P melakukan interview pada siswa untuk menanyakan kesulitan mereka dalam menulis.

No : FN. 07
Hari, tanggal : Kamis, 21 Maret 2013
Tempat : Ruang kelas XI IPA 1
Kegiatan : Cycle 1, pertemuan pertama
Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	P datang ke sekolah kemudian P ke ruang guru untuk menemui GBI
2.	GBI menanyakan kondisi P apakah sudah siap menghadapi siswa. P mengatakan bahwa P siap.

3.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
4.	P masuk ke kelas. Terlihat siswa laki-laki belum ada yang masuk ke kelas.
5.	GBI memanggil siswa laki-laki di luar dan memarahi mereka. Kemudian P berterimakasih kepada GBI dan GBI mempersilahkan P untuk mengajar.
6.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
7.	Semua siswa hadir dan dilanjutkan berdoa.
8.	P kemudian menjelaskan tujuan dari pelajaran hari itu. P menjabarkan bahwa pada akhir pertemuan siswa dapat mengerti the generic structures dan language features dari narrative text.
9.	P kemudian melakukan <i>lead in</i> dengan menanyakan “Have you ever read novels, or comic?” Hampir semua menjawab pernah atau iya sedangkan yang lain terlihat masih diam.
10.	P kemudian menulis “ <i>The Little Red Riding Hood</i> ”. Lalu P kembali bertanya “ <i>Did you ever read this story?</i> ” siswa menjawab “ <i>Yes Miss</i> ” sementara ada beberapa siswa yang menjawab “ <i>No, Miss</i> ”, “Yang masih inget ceritanya, kenapa judulnya <i>The Red Riding Hood?</i> ” Beberapa terdiam, salah satu menjawab “ <i>Make kerudung merah Miss</i> ”. “ <i>Yes, coorect</i> ”. Untuk memulai menulis cerita biasanya menggunakan adverb time, ada yang inget tidak?” Salah satu siswa menjawab “ <i>Once upon a time there is a girl living in a village near the forest</i> ”. “Ya, benar” P menulis di papan tulis. Karena narrative story itu tujuannya untuk menceritakan, kalau menceritakan hal lampau menggunakan verb berapa?” Beberapa menjawab “1, ada yang menjawab “2”. “Yang benar berapa ini?” Tanya P meyakinkan. Secara bersamaan siswa siswa menjawab “2 Miss”. “Di kalimat ini ver nya yang mana?” Sambil menunjuk kalimat. Siswa terdiam, hamper tidak ada yang menjawab
	Siswa yang duduk di depan menjawab <i>simple past tense</i> dengan ragu-ragu”
	Kemudian salah satu siswa lain menjawab “ <i>is</i> ” jadi “ <i>was</i> ” Miss”
11.	P kemudian memuji siswa dan memberikan penjelasan tentang penggunaan <i>simple past tense</i> untuk menceritakan masa lampau yang digunakan dalam menulis teks <i>narrative</i> .
12.	P mengungkapkan tujuan pelajaran hari itu yakni menulis teks <i>narrative</i> .
13.	Kemudian P menempelkan kertas manila yang berisi model teks <i>narrative</i> dengan <i>comic strips</i> .
14.	Siswa terlihat sangat memperhatikan dan tertarik dengan gambar yang disajikan P.
15.	P kemudian menjelaskan tentang teks tersebut secara keseluruhan.
	P menjelaskan tentang <i>generic structures</i> dari teks tersebut dan apa yang harus ditulis dalam setiap paragrafnya.
	P kemudian menjelaskan tentang <i>language features</i> dari teks tersebut seperti; penggunaan <i>simple past tense</i> , <i>words showing order</i> , <i>adverbs of time</i> dan <i>sentence connector</i> .

	P menjelaskan tentang <i>social function</i> dari teks <i>narrative</i> dan contoh-contohnya.
16.	Siswa terlihat sangat memperhatikan P dan tidak ada siswa yang berbicara dengan teman-temannya.
17.	P kemudian meminta siswa untuk menunjukkan elemen-elemen yang ada dalam teks recount terutama <i>simple past verbs</i> .
18.	Siswa bisa menunjukkan kata kerja <i>simple past tense</i> yang ada dalam teks tersebut walaupun masih ada salah satu siswa yang salah.
19.	P kemudian menanyakan apakah siswa mengalami kesulitan atau tidak.
20.	Siswa tidak menemukan kesulitan dalam memahami penjelasan P.
	P kemudian bertanya comic strips pada siswa. Perbedaannya dengan narrative teks. Siswa menjawab "Comic strips itu ada gambarnya, kalau cerita narrative itu tidak ada. Miss. Yang lainnya pun ikut membantu menjawab, "Lebih jelas comic strips daripada cerita narrative Miss.
	P lalu menanyakan kembali, cerita narrative apa saja yang pernah dibaca. Hampir semua menjawab dengan berbagai macam judul cerita. Seperti Laskar Pelangi, Spiderman, Cinderella, dan banyak lagi.
	P mengambil contoh Cinderella yang hampir semua siswa pernah membaca. Dan melakukan diskusi tentang <i>language features</i> dan <i>generic structures of the text</i> . Banyak siswa yang masih kesulitan membedakan cerita menjadi orientation, complication and resolution.
22.	Siswa terlihat semangat dalam mengerjakan soal karena terdapat gambar-gambar yang memudahkan mereka dalam membuat kalimat.
23.	Sebagian besar siswa dapat menulis kalimat dengan kata kerja yang tepat dalam bentuk <i>simple past verbs</i> dengan bantuan kamus.
	Siswa yang tidak membawa kamus masih kesulitan dalam mengubah kata kerja menjadi <i>simple past</i> .
24.	P kemudian bertanya apakah mereka mendapat kesulitan dan apakah mereka sudah paham tentang perbedaan <i>regular</i> dan <i>irregular past verbs</i> .
	Setelah menjawab pertanyaan dan membahas bersama, comic strips dibagikan lagi untuk melatih siswa dalam memahami <i>direct</i> dan <i>indirect speech</i> .
	Siswa mengerjakan tugas sambil bertanya kepada P ataupun temannya. Lalu menyuruh siswa mengisi balloons dengan menggunakan <i>direct speech</i> dengan mengisi balloons yang sudah diacak.
	Setelah menyelesaikan tugas tersebut siswa disuruh untuk maju ke depan kelas untuk mempraktekkan dialog dan membahas bersama-sama tentang <i>direct</i> dan <i>indirect speech</i> .
25.	Siswa sudah lebih mengerti tentang penggunaan <i>simple past tense</i> dan <i>direct and indirect speech</i> melalui latihan-latihan tersebut.
	P memberikan review tentang <i>narrative texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
	Siswa masih mendapat kesulitan dalam menulis khususnya dalam masalah vocabulary dan membuat kalimat.
	P menutup pelajaran dan berdoa.

	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.
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No. : FN. 10
Hari, tanggal : Kamis, 21 Maret 2012
Tempat : Ruang guru
Kegiatan : interview
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

1.	P dan GBI menuju ruang guru untuk melakukan <i>interview</i> .
2.	P menanyakan tentang pertemuan awal siklus pertama.
3.	GBI mengungkapkan bahwa siswa sudah mengerti tentang <i>narrative texts</i> .
	GBI juga memuji media yang dibuat P untuk menjelaskan tentang <i>narrative texts</i> .
4.	P dan GBI mendiskusikan untuk pertemuan selanjutnya.
5.	GBI memberikan <i>observation sheet</i> yang telah diisi.
6.	P pamit untuk melakukan <i>interview</i> kepada siswa pada saat istirahat.

No. : FN. 11
Hari, tanggal : Sabtu, 23 Maret 2013
Tempat : Ruang kelas XI IPA 1
Kegiatan : Cycle 1, pertemuan ketiga
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

	P datang ke sekolah dan menuju ke ruang guru untuk menemui GBI.
	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
	P masuk ke kelas lebih dulu yang selanjutnya GBI menyusul.
	P menanyakan kembali tentang generic structures, tujuan dan language features dari Narrative texts. Siswa dapat menjawab pertanyaan walaupun masih beberapa melihat catatan.
	P meminta siswa untuk membuat final drafts dari tulisan mereka sebelumnya masing-masing.
	Untuk memotivasi siswa, P mengadakan games sebelum siswa melanjutkan tulisan mereka.
	P menulis judul film di papan tulis. Kelas dibagi menjadi dua kelompok, siswa dan siswi. Mereka harus menuliskan nama pemain, events, dan akhir dari cerita. Daftar terbanyak akan menjadi pemenang dalam game ini dan mendapatkan hadiah dari P.
8	Siswa terlihat bersemangat dan antusias saat P menulis judul film di papan tulis.
9	Permainan berjalan sangat seru, sedikit gaduh karena siswa-siswi bergantian maju dan berebut menulis pada papan tulis. Dan pada akhirnya

	kelompok siswa yang memenangkan gaem. P memberikan hadiah kepada kelompok yang memenangkan.
10	P kembali menanyakan siswa tentang <i>generic structures</i> dari narrative teks.
	Setelah membaca kembali drafts mereka dan memahami kesalahan pada draft masing-masing, P meminta membenarkan sesuai komentar yang diberikan pada tulisan siswa.
	P memberikan salah satu contoh hasil draft siswa. Kalimat yang salah ditulis pada papan tulis sehingga siswa dapat membahas bersama dimana kesalahan pada tulisan tersebut. Siswa ikut memberikan opini mereka dan membenarkan kata yang salah. Kebanyakan siswa mengalami kesulitan pad <i>simple past tense</i> .
	Dari hasil yang di dapatkan, siswa dapat menyusun cerita dengan baik, namun mereka hanya menulis tidak lebih dari sepuluh kalimat. Banyak yang salah pada <i>language use</i> dan <i>diction</i> .
	Ketika siswa melanjutkan dan membenarkan tulisan mereka P berkeliling kelas untuk memonitor siswa yang mengalami kesulitan. Sisw menanyakan tentang vocabulary dan simple past tense. Siswa terlihat antusias dalam membuat narative teks.
	Pada saat bell berbunyi siswa dapat menyelesaikan tulisan mereka dan mengumpulkan pad P.
	Sebelum menutup kelas, P menanyakan kesulitan siswa lalu menutup kelas.
	P memberikan <i>review</i> tentang <i>narrative texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
	Siswa masih mendapat kesulitan dalam menulis khususnya dalam masalah vocabulary dan membuat kalimat.
	P menutup pelajaran dan berdoa.

Hari, tanggal : Sabtu, 30 Maret 2013

Tempat : Ruang kelas XI IPA 1

Kegiatan : Cycle 1, pertemuan kedua

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

1.	P datang ke sekolah dan menuju ke ruang guru untuk menemui GBI.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
3.	P masuk ke kelas lebih dulu yang selanjutnya GBI menyusul.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan berdoa.
7.	P kemudian menanyakan apakah mereka masih ingat pelajaran sebelumnya.
8.	Siswa terlihat sudah memahami tentang <i>Narrative texts</i> dan bisa menjawab pertanyaan-pertanyaan yang diajukan P tentang elemen-elemen dalam

	menulis <i>narrative texts</i> dan pengertian <i>recount texts</i> .
9.	P kemudian memberikan model teks <i>narrative</i> yang lain.
11.	P meminta siswa untuk mengurutkan gambar dalam group . Selain mengurutkan gambar, siswa juga disuruh membuat outline tentang comic strips tersebut
	Setelah selesai mengerjakan dalam kelompok. P menantang siswa untuk menceritakan comic strips sesuai outline yang dibuat. Lalu dilanjutkan dengan kelompok lain hingga panels dan cerita selesai. Kelompok yang salah mengurutkan atau ceritanya tidak sesuai mendapat sanksi dengan menjawab pertanyaan yang berhubungan dengan narrative text yang diajukan oleh kelompok sebelumnya.
	P menjanjikan hadiah berupa poin untuk grup yang paling cepat menyelesaikan urutan gambar dengan benar.
	Siswa terlihat sangat antusias dalam mengurutkan gambar. Terlihat semua siswa berpartisipasi dalam tugas tersebut.
	P mendiskusikan urutan gambar yang benar bersama siswa.
13.	Group yang menjadi pemenang dan P memberikan hadiah yang dijanjikan yaitu berupa <i>points</i> .
14.	P dan siswa lain memberikan selamat kepada grup pemenang.
15.	Siswa terlihat sangat senang dalam mengikuti pelajaran.
16.	P kemudian menanyakan tentang <i>generic structures of the text</i> dan <i>language features of the text</i> .
	Siswa terlihat bisa menunjukkan elemen-elemen dalam teks tersebut termasuk menyebutkan kata kerja yang menggunakan <i>simple past tense</i> .
	P kemudian menunjukkan kembali tentang <i>language features of the texts</i> ; <i>penggunaan simple past tense, words showing order, adverbs of time, sentence connector</i> dalam teks tersebut
17.	P kemudian menanyakan apakah siswa mengalami kesulitan atau tidak.
18.	Siswa tidak menemukan kesulitan dalam memahami penjelasan P.
19.	P kemudian memberikan comic strips lagi dan menyuruh siswa membuat outline masing-masing sesuai gambar pada comic strips.
20.	P memberikan pertanyaan-pertanyaan untuk membantu siswa memahami comic strips yang dapat membantu siswa menyelesaikan draft teks mereka
21.	Setelah 15 menit siswa memberikan <i>final draft</i> pada P.
22.	P kemudian menanyakan kesulitan siswa dalam menulis.
23.	Kesulitan siswa terletak pada <i>vocabulary</i> dan <i>past tense</i>
	Sebagian siswa yang tidak membawa kamus masih kesulitan dalam mengubah kata kerja menjadi <i>simple past</i> .
27.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
28.	P memberikan <i>review</i> tentang <i>narrative texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
29.	Siswa merasa bahwa mereka lebih yakin dalam menulis daripada pertemuan kemarin dan tidak kesulitan dalam mengurutkan cerita.
30.	P menutup pelajaran dan berdoa.

31.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.
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No. : FN. 12

Hari, tanggal : Sabtu, 30 Maret 2013

Kegiatan : Cycle 2, pertemuan pertama

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

1	P datang ke sekolah dan langsung menuju ke ruang guru.
2	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
3	GBI bertanya hasil menulis siswa pada <i>Cycle 1</i> .
4	P menjelaskan bahwa siswa mengalami peningkatan dalam menulis khususnya dalam mengurutkan ide cerita. Tetapi masih banyak kesalahan pada pemilihan kata dan <i>grammar</i> . Siswa juga hanya bisa menulis satu kalimat dalam mengembangkan ide cerita berdasarkan gambar. Sehingga pada <i>Cycle 2</i> akan lebih menekankan pada pengembangan ide, <i>vocabulary</i> dan <i>language use</i> .
5	P meminta GBI untuk menilai pekerjaan siswa pada <i>Cycle 1</i> untuk menghindari subjektivitas dalam mengukur peningkatan siswa.
6	GBI menyetujui dan P menyerahkan hasil menulis siswa pada <i>Cycle 1</i> .
7	P dan GBI kemudian masuk ke kelas.
	P menyiapkan LCD untuk memberikan media pada siswa.
8	Siswa terlihat antusias mengikuti pelajaran.
9	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
10	P kemudian melakukan menanyakan apakah mereka masih ingat pelajaran sebelumnya.
11	Siswa menjawab " <i>Narrative text Miss</i> "
12	P menanyakan <i>language features</i> , <i>generic structures</i> dan <i>social purpose</i> dalam teks <i>recount</i> .
13	Siswa dapat menjawab semua pertanyaan P walaupun membuka catatan.
14	P kemudian melakukan <i>review</i> tentang hasil menulis siswa sebelumnya.
15	P menunjukkan kesalahan-kesalahan yang mereka buat pada <i>Cycle 1</i> terutama pada penggunaan <i>simple past tense</i> , pemilihan <i>vocabulary</i> dan <i>punctuation</i> dengan menunjukkan pada <i>slides</i> .
16	Siswa lebih memahami tentang kesalahan-kesalahan yang mereka buat.
17	P kemudian memberikan model teks <i>narrative</i> yang lain dengan menggunakan <i>power point</i> .
18	Siswa terlihat sangat senang dengan teks <i>narrative</i> dan <i>picture series</i> yang disajikan P.
19	Siswa terlihat sangat memperhatikan penjelasan P dan tidak berbicara dengan teman-temannya.
20	P kemudian menanyakan apakah siswa mengalami kesulitan dalam

	memahami penjelasan P.
21	Siswa tidak menemukan kesulitan dalam memahami teks <i>recount</i> . Salah satu siswa bernama Indra berkata “Owalah, paham deh aku Miss”
22	P kemudian membagi <i>comic strips</i> lain pada siswa.
23	P kemudian meminta siswa untuk menulis sebuah teks <i>narrative</i> berdasarkan <i>comic strips</i> yang diberikan secara berpasangan.
24	P meminta siswa untuk mempelajari <i>comic strips</i> yang diberikan.
25	P meminta siswa untuk menyebutkan <i>vocabularies</i> dan <i>verbs</i> yang akan muncul dalam cerita tersebut.
26	P menulis semua kata-kata tersebut dalam papan tulis untuk membantu siswa dalam menulis teks.
27	P kemudian meminta siswa untuk menjawab pertanyaan-pertanyaan yang diberikan P seputar <i>generic structures</i> yang ada dalam <i>worksheet</i> mereka.
28	P dan collaborator membantu siswa dalam proses <i>outlining</i> dan <i>drafting</i> .
29	Siswa terlihat lebih antusias dalam menulis. Tidak banyak siswa yang menanyakan <i>vocabularies</i> dalam menulis cerita.
30	Siswa terlihat sudah semakin lancar dalam menulis <i>narrative</i> teks.
31	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
32	P memberikan <i>review</i> tentang <i>narrative texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
33	Siswa merasa lebih memahami tahap-tahap menulis <i>narrative texts</i> dengan baik.
34	P menutup pelajaran dengan menyuruh salah satu siswa memimpin doa.
35	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.
36	GBI memberikan <i>observation sheet</i> kepada P.

No. : FN. 13
Hari, tanggal : Kamis, 04 April 2013
Kegiatan : Cycle 2, pertemuan kedua
Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	P datang ke sekolah menuju ke ruang guru.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
	P memuji P dalam mengajar karena dibandingkan dengan <i>Cycle 1</i> , P sudah

	dapat membagi waktu dengan baik.
3.	P dan GBI masuk ke kelas
4.	Siswa terlihat sangat siap mengikuti pelajaran.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan berdoa.
6.	Salah satu siswa tidak masuk ke kelas karena harus mengikuti lomba sepakbola.
7.	P kemudian menanyakan apakah mereka masih ingat pelajaran sebelumnya.
8.	Siswa terlihat sudah memahami tentang <i>narrative texts</i> dan bisa menjawab pertanyaan-pertanyaan yang diajukan P tentang elemen-elemen dalam menulis <i>narrative texts</i> .
9.	P kemudian memberitahukan bahwa hari itu siswa akan diberikan video tentang past tense.
10.	Siswa terlihat sangat senang dan sangat antusias
13.	Siswa terlihat sangat senang setelah melihat video dan lebih siap untuk melakukan aktifitas selanjutnya.
14.	P memberikan penjelasan tentang kesalahan-kesalahan siswa yang sering mereka buat.
15.	P kemudian memberikan hasil tulisan siswa yang telah dikoreksi pada pertemuan sebelumnya.
	P memberikan tanda untuk setiap kesalahan mereka.
16.	Siswa terlihat termotivasi dalam menulis <i>final drafts</i> .
	Siswa bisa mengidentifikasi kesalahan yang telah diberi tanda oleh P dengan bertanya “Oh iya Miss, iki harusnya <i>past tense</i> ding yo?” atau “Ini Cuma titik Miss salahnya.. Ya Allah..”
17.	P dan collaborator memonitor siswa dalam menulis <i>final drafts</i> .
18.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
19.	P memberikan <i>review</i> tentang <i>recount texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
20.	Siswa merasa lebih memahami tahap-tahap menulis <i>narrative texts</i> dengan baik.
21.	P menutup pelajaran dengan berdoa.
22.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.

No : FN. 14
 Hari, tanggal : Kamis, 25 Oktober 2012
 Jam : 13.00-14.45
 Tempat : Ruang kelas XI IPA 1
 Kegiatan : Cycle 2, pertemuan ketiga
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	P datang ke sekolah dan langsung menuju ke ruang guru.
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2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
	GBI memberikan daftar nilai siswa pada <i>Cycle 1</i> .
3.	Lalu P dan GBI masuk ke kelas setelah bel berbunyi.
4.	Siswa terlihat sangat siap mengikuti pelajaran.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan berdoa.
6.	Semua siswa hadir di kelas.
7.	P kemudian memberikan <i>lead in</i> dengan menanyakan beberapa pertanyaan kepada siswa tentang apa yang mereka lakukan pada pertemuan sebelumnya.
8.	Siswa dapat menceritakan pengalaman belajar sebelumnya dengan berkata “We wrote a narrative text” atau “We watched video Miss” “Nonton Miss, nonton.”
9.	P kemudian memberikan comic strips pada siswa kemudian P meminta siswa untuk mempelajari <i>comic strips</i> tersebut.
10.	P meminta siswa untuk menjawab pertanyaan di dalam teks <i>narrative</i> tersebut untuk memberikan <i>review</i> tentang <i>generic structures of narrative text</i> .
11.	Siswa kemudian menceritakan peristiwa dalam <i>comic strips</i> dan menyebutkan <i>objects</i> dan <i>verbs</i> yang mereka temukan.
	P menulis semua yang dikatakan siswa untuk mempermudah mereka dalam menulis.
	P memberikan <i>worksheet</i> kepada siswa sesuai dengan <i>comic strips</i> yang telah diberikan.
13.	P meminta siswa untuk melakukan <i>outlining</i> dan <i>drafting</i> .
	Siswa sangat antusias dalam proses <i>outlining</i> dan <i>drafting</i> .
	Terlihat siswa lebih mudah mengembangkan cerita berdasarkan <i>comic strips</i> .
	P dan collaborator me-monitor siswa dalam menulis.
14.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
15.	P memberikan <i>review</i> tentang <i>narrative texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
16.	Siswa merasa bahwa mereka sudah lebih mudah dalam menulis <i>narrative texts</i> .
17.	P menutup pelajaran dengan berdoa.
18.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview

No. : FN. 15
 Hari, tanggal : Kamis, 11 April 2013
 Tempat : Ruang kelas XI IPA 1
 Kegiatan : Post-test
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

S : Siswa

1.	P datang ke sekolah dan langsung menuju ke ruang guru untuk meminta ijin mengadakan post test.
2.	GBI menanyakan hasil menulis siswa setelah <i>Cycle 2</i> .
3.	P memberitahukan bahwa siswa mengalami peningkatan dalam menulis secara signifikan. Tidak banyak siswa yang melakukan kesalahan pada grammar dan pemilihan kata-kata. Selain itu mereka dapat menulis dan mengembangkan cerita dengan urut.
	GBI terlihat puas dengan hasil yang diberikan P.
4.	GBI kemudian mempersilahkan P untuk menuju ke ruang kelas.
5.	P menuju ke ruang kelas dan menyapa siswa.
6.	P kemudian memberitahukan bahwa hari ini P akan meminta siswa untuk menulis pengalaman mereka tanpa menggunakan gambar.
7.	P kemudian membagikan lembar <i>post-test</i> dan meminta siswa untuk menulis <i>narrative texts</i> .
	Siswa terlihat lebih mudah menulis dan menyalurkan idenya dengan baik.
8.	Selama menulis P menanyakan pendapat siswa tentang <i>actions</i> yang diberikan P dalam mengajar.
9.	Setelah selesai P meminta hasil pekerjaan siswa.
10.	P pamit kepada siswa dan memberitahukan bahwa hari itu P sudah selesai melakukan penelitian.

No. : FN. 16

Hari, tanggal : Senin, 15 April 2013

Tempat : Ruang guru

Kegiatan : Menyerahkan hasil Cycle 2

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

1.	P datang ke sekolah dan langsung menuju ke ruang guru untuk menemui GBI.
2.	GBI menanyakan hasil menulis siswa setelah <i>post-test</i> .
3.	P memberitahukan bahwa siswa sudah bisa menulis teks <i>narrative</i> tanpa bantuan gambar lebih baik daripada sebelum dilakukan <i>actions</i> .
	P memberikan hasil menulis siswa pada <i>Cycle 2 dan post-test</i> untuk dinilai guru.
4.	P berterimakasih dan pamit.

No. : FN. 17

Hari, tanggal : Rabu, 17 April 2013

Tempat : Ruang guru

Kegiatan : Pamit

Responden : P : Peneliti

KS : Kepala Sekolah

GBI : Guru Bahasa Inggris

1.	P datang ke sekolah lalu menuju ke ruang KS.
2.	P bertemu KS dan berterimakasih atas ijin yang telah diberikan untuk mengadakan penelitian.
3.	KS menyambut baik dan memberi motivasi kepada P agar cepat lulus. P berterimakasih dan pamit untuk menemui GBI.
4.	P menemui GBI dan berterimakasih atas bimbingan GBI selama penelitian. P memberikan media yang dibuat kepada GBI.
	GBI menyambut baik media yang digunakan karena menurut GBI siswa mengalami banyak peningkatan dalam menulis melalui media <i>comic strips</i> .
	GBI memberikan hasil nilai <i>Cycle 2</i> dan <i>Post-test</i> kepada P.
	P berterimakasih kepada GBI, KS dan semua guru atas bantuan selama P melakukan penelitian.
5.	P kemudian pamit.

APPENDIX B: INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1

Hari,Tanggal : Kamis, 07 Maret 2013

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

P : Assalamualaikum. Selamat siang Ibu.

GBI : Oh, Mbak Mia, Waalaikumsalam. Gimana mbak?

P : Ini Bu, ehmm, mau sedikit interview.

GBI : Oh iya sini-sini (GBI mempersilahkan P duduk)
Apa yang mau ditanyakan mbak?

P : Ini Bu, tentang kegiatan writing, menurut Ibu proses kegiatan belajar mengajar writing secara keseluruhan gimana ya?

GBI : Ehmm, ya writing itu kan pelajaran paling susah dibandingkan *skill* yang lain mbak, jadi saya mengajarnya selalu belakangan. Kalo anak-anak sih bisa menulis dikit-dikit. Cuma permasalahannya biasanya idenya, vocabulary, tense sama noun phrase gitu mbak.

P : Oh begitu Bu, emmm, kalo menulis *narrative text*? Biasanya kesulitan yang dialami anak apa aja Bu?

GBI : Yah itu mbak biasanya mereka bingung mau nulis apa. Sampai-sampai waktunya lama cuma buat mikir mau nulis apa. Sama biasanya itu kepengaruh sama bahasa Indonesia mbak kalo nulis itu. Jadi misalnya rumah Ibu jadi house mother.

P : Wah iya ya Bu, kalo tensenya Bu?

GBI : Oh iya mbak, penggunaan simple past tense itu juga sangat susah, anak-anak cuma sering tambah *-ed* aja kalo disuruh ganti ke *past tense*.

P : Trus cara mengatasinya bagaimana Bu?

GBI : Ehmmm saya *drill* aja mbak biasanya, jadi biasanya saya suruh menghafalkan beberapa kata di rumah. Dulu saya kasih buku itu tapi ga tau sekarang dimana mbak.

P : Buku apa Bu?

GBI : Yah Buku tentang past tense gitu mbak, bagus bukunya tapi mahal juga hehehee.

P : Oh gitu. Sayang ya bu? Hehe. Oh iya Bu, ehmm, begini, biasanya anak-anak disuruh membawa kamus ga Bu kalo pelajaran menulis?

GBI : Iya mbak, tapi ya namanya anak-anak ada juga yang ga bawa. heeheeee.

- P : Hehe, iya ya Bu, oh iya Bu, ini kan saya mau mengadakan penelitian tentang meningkatkan kemampuan menulis *narrative* dengan *comic strips* Bu, kira-kira gimana Bu?
- GBI : Oh iya, bagus mbak, anak-anak nanti akan lebih tertarik. Selama ini tu ga termotivasi anak-anak kalo disuruh nulis apalagi lebih gampang menyalurkan idenya kan mbak. Mungkin nanti kalo mbak pake media *comic strips* ya? Nanti anak-anak bisa termotivasi mbak.
- P : (Bel berbunyi) Oh iya Bu, semoga saja Bu, sudah bel, hehe makasih ya Bu sebelumnya. Oiya Bu, sekalian mau nanya saya tanggal 16 Maret ini bisa observasi Bu
- GBI : Oh iya mbak, trus kapan observasi mbak?
- P : Rencana tanggal 14 Maret Bu?
- GBI : Oh iya Sabtu ya mbak?
- P : Iya Bu, emm saya kira sudah Bu, terimakasih Bu waktunya.
- GBI : Iya sama-sama mbak, mau pulang ini?
- P : Iya Bu.
- GBI : O, yasudah. Hati-hati mbak, saya tak mengajar dulu.
- P : Oh iya Bu, terimakasih. Assalamualaikum.
- GBI : Waalaikumsalam

INTERVIEW TRANSCRIPT 2

Hari, Tanggal : Jumat, 14 Maret 2013

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- GBI : Gimana mbak tadi saya mengajarnya sesuai yang diharapkan ga?
- P : Iya Bu, banyak anak yang ribut ya Bu, apalagi yang kelompok paling belakang yang gendut putih itu siapa Bu?
- GBI : Oh Vishy, dia emang selalu ribut mbak tapi pintar anaknya.
- P : Oh iya Bu.
- GBI : Tadi cuma nulis kalimat aja mbak yang diorder tadi. Ya gitu mbak kalo nulis tu susah, anak-anak banyak yang tidak suka menulis, mungkin besok sama mbaknya mau nulis. Gurunya muda, biasanya lebih diperhatikan hehehe.
- P : Amien Bu, he
- Biasanya kesulitan-kesulitan apa saja yang Ibu temukan ketika mengajar bahasa inggris di kelas khususnya ketika menulis?
- GBI : Oh, anak-anak biasanya suka ribut sendiri mbak jadi sering tidak memperhatikan penjelasan saya. Mereka menganggap bahasa inggris itu susah apalagi menulis. Mereka kadang-kadang juga ga berani untuk maju ke kelas kalo ga bener-bener disuruh seperti tadi itu. Kalo pas nulis sering kesulitan menaruh idenya mbak jadi kadang-kadang ga urut.
- P : Oh iya Bu, hehe yah semoga pake *comic strips* bisa membantu mereka menulis Bu.

GBI : Amien, ya udah saya pulang ya mbak.
 P : Oh iya terimakasih Ibu Assalamualaikum
 GBI : Waalaikumsalam.

INTERVIEW TRANSCRIPT 3

Hari, tanggal : Jumat, 14 Maret 2013

Tempat : Ruang kelas

Kegiatan : Interview

Responden : P : Peneliti

S1 : Ima

S2 : Jessica

P : Hallo adik-adik.
 SS : Iya Miss.
 P : Mo tanya-tanya bentar yah.
 S1 : O, iya Miss.
 P : Tadi gimana Bu Rini mengajarnya?
 S1 : Banyak yang ribut Miss jadi ga konsen.
 S2 : Ga donk Miss tentang apa tadi namanya,,
 P : *Narrative text* dek.
 S2 : Oiya Miss, itu maksudnya. Hehehe.
 P : Hmm gitu ya? Ga donk nya gimana?
 S1 : Lha kemarin cuma suruh jawab dari LKS, kita kan belum donk Miss.
 P : Tadi gimana penjelasannya?
 S2 : Yah cuma nyangkut dikit hehe.
 P : Kalo Jessica?
 S1 : Iya Miss sama, cuma tahu kalo *narrative texts* itu pake past tense. Tapi *narrative texts* tu apa je Miss?
 P : Hee belum paham yah, yah Miss jelasin besok ya, minggu depan Miss yang ngajar kalian.
 SS : Asik.
 P : Bu Rini ngajarnya gimana?
 S1 : Serius je Miss, kadang-kadang galak kadang-kadang enak.
 P : Pernah pake media ga?
 S1 : Maksudnya?
 P : Ya kayak gambar, kartu gitu dik.
 SS : Ga pernah Miss.
 P : Hehe, gitu yah, ok makasih yah dik, hati-hati yah pulangnyah.
 SS : Tenang Miss cuma deket kok.
 P : Heee iyah.

INTERVIEW TRANSCRIPT 4

Hari,Tanggal : Sabtu, 16 Maret 2013

Tempat : Ruang kelas XI IPA 1

Kegiatan : Interview

Responden : P : Peneliti

S1 : Retno

S2 : Farnita

S3 : Dian

S4 : Alfi

P : Hallo adik-adik.

SS : Iya mbak.

P : Miss mau tanya-tanya nih, namanya siapa aja?

SS : Retno, Farnita, Dian, Alfi Miss.

P : Ok, emmmm, oh iya gimana susah ga tadi nulisnya?

S2 : Susah Miss, males.

P : Susahnya apa?

S2 : Bingung tadi ide buat nulis.

P : Emm idenya ya.

S4 : Iyo Miss dadi ming sitik le nulis.

P : Emmm ngomong-ngomong, kalian suka bahasa inggris ga sih sebenarnya?

S2 : Agak suka Miss.

P : Kok agak?

S2 : Susah je Miss.

P : Susahnya?

S3 : Kata-katanya Miss, harus cari di kamus.

P : Oh gitu, kalo menulis suka ga?

S3 : Lumayan Miss, tapi ga begitu suka ding wong ga bisa

S2 : Walah. Ga bisa deng Miss, wong tadi nyonto aku kok. Hehehe

P : Hehehe. Apanya yang ga bisa?

S3 : Itu lho Miss pas ngubah jadi past tense, harus cari di kamus juga.

P : Ya makanya besok belajar menulis sama Miss ya?

S2 : Beneran Miss? Asiik.

P : Hehe, lha gmana, Bu Rini ngajarnya enak kan?

S1 : Yah gitu Miss, serius banget.

P : Pernah pake media ga?

SS : Belum Miss.

P : Kalo menulis suruh nulis apa?

- S4 : Yah kadang-kadang kalimat kadang-kadang buat PR aja suruh nulis paragraf gitu.
- P : Dikoreksi ga dik? Dikasih tahu yang bener gitu?
- S1 : Iya Miss kadang-kadang cuma 1 atau 2 orang suruh maju buat nulis, tapi yo nek ra maju ra dibenerke Miss.
- P : Oh gitu, trus kalian pengen gurunya gimana?
- S1 : Ya kalo suruh nulis ya dibantu Miss.
- P : Kalo pake media mau ga? misalnya gambar gitu?
- SS : Mau Miss.
- P : Oh iya, ydah Miss ke depan dulu ya udah mau bel, makasih ya adik-adik.
- SS : Sama-sama Miss.

INTERVIEW TRANSCRIPT 5

Hari,Tanggal : Sabtu, 16 Maret 2013

Tempat : Ruang kelas XI IPA 1

Kegiatan : Interview

Responden : P : Peneliti

S1 : Adi

S2 : Bas

S3 : Arya

- P : Hallo Arya, Adi, Bas Miss mau tanya-tanya nih.
- S1 : Tanya apa Miss.
- P : Tadi gimana nulisnya susah ga?
- S1 : Susah Miss, bingung mau nulis apa?
- S2 : Iya Miss palagi pake past tensenya,susah ta tambah *-ed* aja
- P : Kalo Arya?
- S3 : Itu Miss kata-katanya susah harus pake bahasa inggris trus bingung mau cerita apa.
- P : Kenapa bingung?
- S3 : Yah bingung Miss sing ditulis opo.
- P : Ok, trus selain kata-kata ma ide apalagi yang susah?
- S3 : Kayaknya itu Miss.
- P : Ya, kalo Bu Rini gmana ngajarnya.
- S1 : Serius Miss tapi enak.
- S2 : Ora ah tapi tertib banget, telat we ra etuk.
- P : Ya bagus kan hehe, okesip, makasih ya dik, udah bel ini.
- SS : Ya Miss.

INTERVIEW TRANSCRIPT 6

Hari,Tanggal : 21 Maret 2013

Tempat : Ruang Kelas

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- P : Bagaimana Bu ketika anak-anak menulis dengan *comic strips* tadi?
- GBI : Wah sangat membantu mbak anak-anak udah tau apa yang mau diceritakan, cuma tadi time managementnya kurang mbak jadi anak-anak cuma bisa nulis satu kalimat aja per gambar, saya harap anak-anak bisa menulis lebih banyak di pertemuan selanjutnya.
Besok pekerjaan anak dibahas kan?
- P : Iya Bu, salah satu *stage writing* besok ada *editing* sama nulis *final draft* juga. Saya tadi juga fokus mengajar *narrative text* dulu Bu, saya pikir tadi soalnya anak-anak belum mengerti tentang *narrative text*. Maksud saya pada awal pelajaran anak-anak mengerti dulu tentang *narrative text* dan bisa menggunakan *simple past tense*.
- GBI :Iya mbak, bagus kok tadi, waktunya kurang ya. Saya juga ga abis fikir kok waktunya dibikin sebentar, jadinya guru kan pusing kalo ga selesai materi.
- P : Hehe iya Bu, yah gimana lagi Bu.
- GBI : Iya mbak.
- P : Eh iya Bu bagaimana penggunaan *comic strips* tadi?
- GBI :Anak-anak keliatan termotivasi kok mbak, tapi ada juga anak yang bingung soalnya waktunya cuma 30 menit Buat nulis, yah pas *planning* ma *draftingnya* membantu juga mbak. Gambarnya yang ditempel di manila itu juga jelas, menarik dan sangat bagus. Besok Buat Ibu ya itu?hehe
- P : Iya Bu, besok saya bikinin lagi buat Ibu.
- GBI : Sama *comic strips*-nya ya?
- P : Iya Bu, hehe.
- GBI : Masih ada yang ditanyakan mbak? Maaf jadi ngelantur.
- P : Hehe gak pa pa Bu, ini soal *meeting* kedua rencananya saya mau melatih anak-anak untuk fokus menulis *narrative text* dengan *comic strips*-nya Bu?
- GBI : Tapi dijelaskan lagi soal *Narrative text* kan?
- P : Pasti Bu, sama kayak RPP yang saya Buat.
- GBI : Udah ada di RPP kan mbak?sama *task-task* nya?
- P : Iya Bu.
- GBI : Ok.
- P : Yadah makasih ya Bu untuk hari ini.
- GBI : Iya mbak, sukses ya.
- P : Iya Bu, terima kasih. Assalamualaikum.
- GBI : Waalaikumsalam

INTERVIEW TRANSCRIPT 7

Hari,Tanggal : 21 Maret 2013

Tempat : Ruang Kelas XI IPA 1

Kegiatan : Interview

Responden : P : Peneliti

S1 : Iyon

S2 : Jordan

- P : Hallo adik-adik, Miss tanya-tanya yah.
 S1 : Iya Miss, kenapa?
 P : Ada kesulitan engga tadi nulisnya?
 S1 : Yah itu masih bingung mana yang *regular* apa *irregular*, trus kata-katanya itu harus liat kamus jadi nulisnya lama. Sama anu Miss, diboalk balik itu loh katanya. Wah hess. Aneh kok.
 P : Hehehe. Oh iya ya, yang *past tense* liat kamus juga kan?
 S2 : Hehe ga Miss, lha waktunya tadi mepet.
 P : Iya maaf ya dik, soalnya cuma 2x30 menit ya, tapi tadi selesai ga?
 S1 : Selesai Miss,
 S2 : Ora Miss, sih kurang sitik we.
 P : Ya besok latihan lagi yah sama Miss, moga-moga besok kalian bisa lebih paham, eh gambarnya tadi jelas ga? Bisa dimengerti?
 SS : Jelas Miss.
 P : Gimana pendapat kalian pas Miss nunjukin gambar tadi buat jelasin *narrative texts*?
 S1 : Menarik Miss, jadi gak liat kalimat tok.
 S2 : Hooh Miss, dadi ngerti saiki.
 P : Tentang apa?
 S2 : Yoh, bisa membayangkan ceritane Miss walaupun tadi ga ngerti bahasa inggrise. Hehehe.
 P : Hehehhe. Gitu ya. Sipp. Urutan ceritanya yah?
 S2 : Iya Miss.
 S1 : Eh iyo Miss dadi ngerti *narrative*.
 P : Sip deh, makasih ya buat hari ini, Miss pamit ya.
 SS : Okre.

INTERVIEW TRANSCRIPT 8

Hari,Tanggal : Kamims, 21 Maret 2013

Tempat : Ruang Kelas

Kegiatan : Interview

Responden : P : Peneliti

S1 : Guruh

S2 : Jenar

S3 : Rey

- P : Hallo adik-adik.
 SS : Iya Miss.
 P : Miss tanya-tanya bentar ya, gimana tadi penjelasan Miss, kalian mengerti?
 S1 : Iya Miss, jadi lebih tau *past tense*.
 P : Iya Miss juga seneng tadi dah bisa bedain yang *regular* ma *irregular*. Nah abis latihan *simple past tense* tadi apakah kalian masih menemukan kesulitan pas menulis *text narrative*?
 S1 : Yah kata-katanya Miss masih bingung kalo dibahasa inggris.

- S2 : Iya Miss, tapi ga bingung mau nulis apa wong ada gambarnya tapi bingung bahasa inggrisnya piye, trus masih belum bsa rubah simple *past tense*-nya, ga bawa kamus,hehe.
- P : Oh gitu, ydah besok lanjutkan lagi ya, makasih ya waktunya adik-adik, Miss pamit dulu,makasih.
- SS : Ok Miss.

INTERVIEW TRANSCRIPT 9

Hari,Tanggal : 23 Maret 2013

Tempat : Ruang Kelas

Kegiatan : Interview

Responden : P : Peneliti

S1 : Ahmad

S2 : Alfian

S3 : Johan

- P : Hai adik-adik, ganggu sebentar yah.
- S1 : Iya Miss, kenapa?
- P : Gimana tadi pelajarannya.
- S1 : Seneng Miss,udah bisa nulis banyak kalimat.
- S2 : Game nya seru, tapi nulisnya masih susah ah Miss, ga bisa nerjemahinnya.
- P : Oh iya, kalo yang lain gimana tadi menyenangkan ga nulisnya?
- S3 : Seneng Miss ternyata bisa nulis aku,tapi pasti tetep banyak yang salah,hehe.
- P : Emm gak papa, oh iya *comic strips*-nya bantu kalian buat nulis ga?
- SS : Iya Miss.
- P : Gimana bantunya?
- S2 : Ya jadi mudah gitu Miss nulisnya, dah ada idenya jadi gampang.
- P : Menarik ga gambarnya? Jelas ga?
- S2 : Iya Miss menarik, jelas kok Miss.
- S3 : Itu Miss kadang lupa *past tense*-nya ki ditaruh mana?
- P : Oh *verb* nya ya?
- S3 : Iya Miss.
- P : Kalo yang lain?
- S1 : Kadang malah lupa ga pake *simple past* Miss,
- S2 : Ga bawa kamus Miss jadi bingung tadi *simple past*-nya itu ki opo?
- S3 : Ya jadi mudah gitu Miss nulisnya, dah ada idenya jadi gampang palagi Miss.
- P : Ok dik, makasih ya waktunya.
- SS : Ok Miss.

INTERVIEW TRANSCRIPT 10

Hari,Tanggal : Sabtu, 23 Maret 2013

Tempat : Ruang guru

Kegiatan : Interview
Responden : P : Peneliti
S1 : Ahmad

P : Gimana tadi dek? Senang gak?
 S : Iya Miss, seru kok.
 P : Dek, yang Miss suruh membuat draft writing, masih ada yang belumngerti?
 S : Sedikit Miss,,
 P : Yang mana dek?
 S : Kalo saya kosa kata bahasa Inggrisnya yang sedikit Miss, sama past tense nya. Kadang lupa aturanya.
 P : O gitu ya dek. Ya besok kita latihan lagi ya. Nannya aja kalau bingung.
 S : Siap Miss. Nek enggak isisn. Hehehe.
 P : Halah. Daripada engga paham lho..
 S : Iya Miss, siap.
 P : Yawdah. Makasih ya!
 S : Iya Miss.

INTERVIEW TRANSCRIPT 10

Hari,Tanggal : Sabtu, 23 Maret 2013

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti
GBI : Guru Bahasa Inggris

P : Assalamualaikum.
 GBI : Waalaikumsalam. Gimana mbak?
 P :Hehe lumayan Bu, saya liat anak-anak dah bisa menulis tapi saya tidak tahu hasilnya
 GBI :Iya mbak, anak-anak udah mulai banyak menulis, udah bisa mengembakangkan ide.
 P :*Comicstrips*-nya jelas tidak Bu?
 GBI :Jelas mbak, bagus tadi sebelum nulis ditanya pernah membaca tentang ceritanya belum. Pancinganya bagusv mbak. Jadi anak-anak udah tau apa yang akan mereka tulis sesuai *comicstrips*-nya.
 P :Hee iya Ibu, lalu bagaimana saya mengajar tadi Bu?
 GBI :Bagus mbak, *time management* lebih teratur, sudah tau kondisi anak-anak.
 P :Kira-kira tadi kesulitan anak apa ya Bu?
 GBI :Mungkin masih di kosakata mbak, yah banyak anak-anak ga punya kamus juga mbak, bsk pinjam perpustakaan gak pa pa kok mbak Buat anak-anak.
 P : Oh iya Bu.
 GBI :Trus besok siklus dua berapa kali mbak?
 P : 3 kali Bu, rencana Kamis, Jumat, Sabtu.
 GBI : Wah besok ulangan mbak, minggu depannya lagi ya?
 P :Oh iya Bu, saya minta maaf kalo malah mengganggu.

GBI : Ga kok mbak yang penting sukses, saya juga seneng anak-anak lebih bisa menulis.
 P : Oh iya Ibu, terimakasih.
 GBI :Masih ada yang ditanyakan? Saya mau mengajar dulu.
 P : Oh sudah tidak Bu, terimakasih. Saya pamit dulu nggih.
 Assalamualaikum.
 GBI :Waalaikumsalam.

INTERVIEW TRANSCRIPT 11

Hari,Tanggal : Sabtu, 28 Maret 2013

Tempat : Ruang Kelas

Kegiatan : Interview

Responden : P : Peneliti

S1 : Iyon

S2 : Silma

S3 : Rista

P : Hallo adik-adik, Miss tanya-tanya yah.
 SS : Ok Miss, wah tapi isin, wedi.
 P : Gak pa pa, Miss medeni po?
 SS : Hehe ora kok Miss, guyon, hehe.
 P : Heee gimana dik tadi nulisnya?
 S1 : Lebih enjoy Miss, gambarnya bantu buat nulis.
 P : Kalo adik ini?
 S2 : Podo Miss, hehe itu Miss kata-katanya tadi udah dibahas jadinya kan enak nulisnya. Tapi kui lho Miss *past tense* ndadak lihat kamus.
 P : Hee, gak pa pa lama-lama kan jadi bisa dik, kalo sama yang nulis pertama kemarin gimana?
 S2 : Yo gampang ini Miss soalnya ada gambar nek kemarin kan disuruh nulis ssendiri, bingung nulis apaan. Narangnya jadi banget banget. Hehehe.
 P : Hehe, ok jadi gambarnya bantu ya?
 S2 : Bantu Miss. Jadi lebih santai bikinnya,soale ada gambarnya, ada dialognya gitu Miss, jadi masuk banget ceritanya.
 P : Kalo yang lain?
 S1 : Podo ah Miss isen.
 P : Haha yo wis, udah deh, thank you yah.
 SS : Ok Miss.

INTERVIEW TRANSCRIPT 12

Hari,Tanggal : Sabtu, 30 Maret 2013

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

S1 : Chusna

S2 : Nana

- P : Halo adik-adik.
 SS : Halo Miss.
 P : Miss mau nanya tentang pmeeting tadi ya dek. Tadi gimana pelajarannya seru gak?
 S1 : Mumet Miss. Tapi bagus Miss ceritane. Belum pernah baca.
 S2 : Iya e Miss. Ceritanya apik.
 P : Iyah, sip berarti ya kalo bagus, Hehehe. Tadi nulisnya gimana?
 S2 : Lumayan Miss.
 P : Kalau tentang generic structure gimana dek? Udah paham?
 SS : Udah ,Miss.
 P : Coba sebutkan generic structure narrative text tu ada apa aja..?
 SS : Yang pertma da orientation, yang kedua ummm,,, complication yang ketiga resolution Miss.
 S1 : Eh sama coda deng Miss. Kadang tapi.
 P : Oiya bener. Masih inget ya. Yawdah Miss pulang dulu ya. See you next meeting.
 SS: Okay Miss.

INTERVIEW TRANSCRIPT 12

Hari,Tanggal : Sabtu, 30 Maret 2013

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- P : Assalamualaikum. Gimana Bu saya mengajar tadi?
 GBI : Waalaikumsalam. Bagus mbak tadi.
 P : Oh iya makasih Bu.
 GBI : Ada model teks *narrative*, ada latihannya trus menulis di group saya rasa bisa membantu anak bertukar ide.
 P :Oh iya Bu, tentang *comic strips*-nya apakah jelas Bu?
 GBI :Jelas mbak, terus terang saya gaptek, liat kayak gitu anak-anak seneng banget, apalagi pas *modeling of text* itu *comic strips*-nya lucu jadi anak-anak seneng. Saya belum pernah pake power point mbak. Besok diajarin ya.
 P :Iya Ibu, hehe kira-kira Ibu melihat ada peningkatan ga?
 GBI : Oh iya kemarin sudah saya nilai mbak, ada peningkatan kok mbak, dari *pre-test* sama hasil *Cycle 1* akhir itu.
 P :Alhamdulillah ya Ibu, kira-kira masalah anak yang masih harus ditekankan apa Bu?
 GBI : Besok *rewrite* kan?
 P :Iya Bu.

- GBI :Yah bagus dalam menulis itu anak-anak juga harus dikasih kesempatan Buat *rewrite*. Kalo kemarin ga terlalu banyak nulisnya, soalnya waktunya juga ya mbak, saya paham. Mungkin dengan *rewrite* anak-anak jadi tahu kesalahan tapi sebagian besar anak saya lihat dah bagus kok menulisnya walaupun di grammar masih ada yang salah.
- P :Oh iya Ibu.
- GBI :Gambarnya bagus-bagus mbak tadi.
- P : Makasih Bu. Ya sudah saya pamit dulu Bu. Terima kasih waktunya. Assalamualaikum.
- GBI : Oya mbak. Waalaikumsalam.

INTERVIEW TRANSCRIPT 13

Hari,Tanggal : Sabtu, 30 April 2013

Tempat : Ruang kelas

Kegiatan : Interview

Responden : P : Peneliti

S1 : Alfi

S2 : Jessica

- P : Gimana seneng ga adik-adik?
- S1 : Seneng Miss gambarnya lucu.
- S2 : Seneng Miss jadi lebih ngerti *narrative text*. Seru ya ternyata. Aku sebenere suka nulis Miss, Cuma kalo bahsa Inggris itu udah pusing sama nge inggris innya. Kalo make comic gini jadi enakbanget ya Miss,
- P : Iya Miss juga seneng pas ditanya semua bisa jawab, trus pas menulis gimana ada masalah? *Comic strips*-nya jelas ga?
- S1 : Dikit Miss kalo suruh bahasa inggrisin susah. Tapi moga-moga bener,hehe gambarnya jelas Miss, tau apa yang mo ditulis.
- S2 : Iya-iya Miss. Bagus Miss. Tadi ada yang sebenarnya mau garap PR Matematika, jadi gak jadi ngerjain Miss gara-gara ada comic strips nya lagi. Hehehe
- P : O iya tho? Ya malahane ya. Hehehe. Ok makasih adik-adik cantik.
- SS : Hahaha. Iya Miss.

INTERVIEW TRANSCRIPT 14

Hari,Tanggal : Kamis, 04 April 2013

Tempat : Kelas

Kegiatan : Interview

Responden : P : Peneliti

S1 : Dewa

S2 : Zaki

- P : Hallo adik-adik, gimana tadi videonya?
- S1 : Seneng Miss.
- P : Iyah, Miss juga seneng lho, ternyata pada suka.

- P : Kalo pas benerin tulisan yang kemarin?
 S2 : Ternyata salah kita ga banyak,hehe.
 P : Sip trus masih ada kesulitan ga nulisnya?
 S1 : Yah kalo tadi sih salahnya di kata-kata sama dikit yang *past tense*. Kok ming kurang titik salah we Miss?
 P : Heeh kalo menulis kan harus tepat dik, huruf kapital trus titik, koma,dll
 S1 : Oh gitu.
 P : Iya, yadah ya Miss pamit ketemu Kamis yah.
 SS : Ok Miss.

INTERVIEW TRANSCRIPT 15

Hari,Tanggal : Kamis, 04 April 2013

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- P : Assalamualaikum
 GBI : Waalaikumsalam.
 P : Gimana Bu?
 GBI : Bagus banget setiap hari ada peningkatan. Videonya juga bagus. Mendukung mba, jadi anak-anak fokus sama pelajaran.
 P : Iya Bu, anak-anak terlihat sangat senang tadi Bu.
 GBI : Iya mbak.
 P : Pas *rewrite* tadi Bu?
 GBI : Oh iya, anak-anak terlihat tidak banyak menanyakan kenapa ditandai salah, mungkin mereka sudah tahu letak kesalahan mereka misalnya, emmm soal huruf kapital, trus *noun phrase* juga, yang *simple past tense* juga.
 P : Oh iya Bu.
 GBI : Hasilnya gimana mbak ada peningkatan dari yang terakhir?
 P : Ada Bu, sebagian besar anak sudah tidak memakai *present tense* lagi.
 GBI : Oh iya, besok saya nilai lagi kan?
 P : Iya Ibu untuk perbandingan.
 GBI : Besuk menulis individu?
 P : Iya Bu?
 GBI : Iya mbak, saya ga pernah pake media bagus kayak gini jadi tertarik, maaf ya bsk Ibu minta medianya?
 P :Iya Ibu tidak apa-apa,terimakasih. Pulang dulu Bu, saya pamit sekalian ini. Assalamualaikum.
 GBI :Oya Mbak. Waalaikumsalam. Hati-hati dijalan Mbak.
 P : Siap Bu. Hehehe.

INTERVIEW TRANSCRIPT 16

Hari,Tanggal : Sabtu, 06 April 2013

Tempat : Ruang kelas VIIIb
Kegiatan : Interview
Responden : P : Peneliti
 S1 : Agus
 S2 : Vishy

P : Hallo adik-adik gimana tadi bisa nulisnya kan?
 S1 : Bisa Miss.
 P : Selama ini ketika kalian menulis *narrative text*, *comic strips*-nya membantu ga?
 S2 : Iya Miss, jadi bisa tau mau nulis apa, ga mboseni lah pokokmen.
 P : “Kalo adik?”
 S2 : Iya Miss, sama. Tau apa yang mo ditulis itu lho Miss jadi kerasanya lebih gampang.
 P : Hehe trus kalian merasa ada peningkatan ga pas menulis?
 S1 : Ada Miss.
 P : Misalnya?
 S1 : Itu Miss kemarin pekerjaan saya ga salah banyak, tadi juga kayaknya udah mantep. Yang make *past tense* sama ditartuh dimna itu juga saya sih ngerasa lebih meningka. O hoo Miss, sama titik koma Miss, wingi aku mukkurang titik disalahke e. Hehehe.
 P : Oiya, bagus berarti ya? Ya kan menulis kan jga make itu. Kemarin kan Miss juga udah ngomong. Sama jadikan indirect speech juga. Kalo adik?
 S2 : Iya Miss, sama. Tau apa yang mo ditulis itu lho Miss jadi kerasanya lebih gampang.

INTERVIEW TRANSCRIPT 17

Hari,Tanggal : Sabtu, 06 April 2013

Tempat : Ruang kelas VIIB
Kegiatan : Interview
Responden : P : Peneliti
 S1 : Isnaini
 S2 : Ima

P : Gimana nulisnya tadi adik-adik?
 S1 : Lebih mudah Miss. Mau ceritanya gimana itu bisa ditulis. Njuk sama ini, apa namanya *past tense* tu Miss. Ak sudah bisa hlo Miss. Tapi yontokamus jadiin *past tense* nya. Hehehe.
 P : Oiyaya. Bagus berarti ini ya hasilnya? Hehehe. Berarti *comic strips* bantu kalian nulis ya?
 S1 : Hoo Miss, udah ngerti apa yang mo ditulis.
 S2 : Iya Miss daripada ga pake gambar itu susah je.
 P : Hee ok, sip, Miss jadi seneng kalo kalian bisa menulis, makasih ya.
 SS : Iya Miss, sama sama

INTERVIEW TRANSCRIPT 18

Hari,Tanggal : Sabtu, 06 April 2013

Jam : 15.00-15.30

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

P : Assalamualaikum

GBI : Waalaikumsalam.

P : Gimana Ibu tadi?

GBI : Wah anak-anak kayaknya dah bisa menulis deh mbak.

P : Alhamdulillah Bu.

GBI : Iya besok dinilai juga kan?

: Iya Bu, besok Kamis masih *post-test* untuk membandingkan dengan yang *pre-test* kemarin, Saya juga minta tolong Ibu untuk ikut menilai ya?

GBI : Iya mbak, mau saya masukin juga, semoga nilainya bagus, saya yakin ada peningkatan.

P : Oh iya menurut Ibu selama saya ngajar gimana?

GBI : Bagus mbak, gambar-gambar yang diberikan menarik, berwarna, tekniknya juga bagus, medianya bagus lah mbak, apalagi kalo ada peningkatan.

P : Hehe makasih Ibu.

GBI : Iya mbak, tapi kayaknya perlu ditingkatkan ketegasannya mbak. Sama volume suaranya.hehe

P : Hee gitu ya Bu, oh iya Bu, terimakasih ya Bu sarannya.

GBI : Iya mbak, sama-sama.

APPENDIX C:

COURSE

GRID

**CCOURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILL USING
COMIC STRIPS FOR THE ELEVENTH GRADE STUDENTS IN MAN YOGYAKARTA II IN
ACADEMIC YEAR 2012/2013**

Cycle 1

School	: MAN Yogyakarta II
Grade	: XI IPA
Semester	: 2
Time allocatted	: 2 x 30 minutes
Standard of competence	: 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari

Basic Competence	Indicators	Materials			Activities	Media
		Input texts	Grammar	Vocabulary		
					133	

**COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILL USING
COMIC STRIPS FOR THE ELEVENTH GRADE STUDENTS IN MAN YOGYAKARTA II IN
ACADEMIC YEAR 2012/2013**

Cycle 2

School	: MAN Yogyakarta II
Grade	: XI IPA
Semester	: 2
Time allocatted	: 2 x 30 minutes

Standard of competence : 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Basic Competence	Indicators	Materials			Activities	Media
		Input texts	Grammar	Vocabulary		
					136	

APPENDIX D:

LESSON

PLANS

LESSON PLAN

School : MAN Yogyakarta II

Grade/ Semester : XI IPA 1/ 2

Subject : English

Skill : Writing

Time Allocation: 2 X 30 minutes

A. Standard of Competence:

6. Students are able to express the meaning in written short functional texts and short essays in the form of narrative, descriptive and news item to interact with their environment.

B. Basic Competency:

- 12.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of narrative to interact with their environment in accurate, fluent and appropriate ways.

C. Indicators

1. Identify the social function of narrative texts
2. Identify the generic structure of narrative texts
3. Identify the language features of narrative texts
4. Use simple past tense in composing narrative text
5. Compose sentences into good narrative texts based on comic strips

D. Learning Objectives:

In the end of the lesson, the students are expected to be able to:

1. Identify the social function of narrative texts
2. Identify the generic structure of narrative texts
3. Identify the language features of narrative texts
4. Use simple past tense in composing narrative text
5. Compose sentences into good narrative texts based on comic strips

E. Learning Resources and Materials

a. Generic structures of narrative text

Narrative Text is a text whose content is a story or a story about something. Narrative Sample text: folklore (folktale), animal story (fable), The Legend (Legend), a short story (short story), and the like. In it there is a conflict / top problem, followed by settlement. The main function of this text is for recounts or entertain readers.

Generic Structure:

- ***Orientation:*** contains the introduction of character, place and time of the story (who or what, when and where)
- ***complication:*** Contains the height of the conflict / problem in the story. A story can have more than one complication.
- ***Resolution:*** Solving problems. Could end up with joy (happy ending) could also end up with sadness (sad ending).

b. Input texts

“The Little Red Riding Hood”

“Peter and the Mountainy Men”

c. Language focus

1. The use of simple past tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:

He **married** the fish. (*regular verb*)

I **saw** the fish. (*irregular verb*)

Usually, we use the following adverbs of time in simple past tense:

Once upon a time

yesterday

last week

last ...

two days ago

... ago

2. Words showing order

One of the language features of narratives is the use of words that show the order in which the events in the text happened.

Words showing order

first (second, third)

next

then

when

now	soon after	afterwards	meanwhile
at this point	at this moment	before that	

3. Key vocabularies

got married	rays	spread
farmer	fishing	prominent
		suspicion
farm	scales	emit
		submerged
wiggle	cheer	nodded
reddish	smell	abandoned

F. Media

Comic series:

“Little Red Riding Hood”

“Garfield series”

G. Learning Method

Genre-Based (BKOF-MOT-JCOT-ICOT)

Teaching and Learning Activities

a. Opening Phase

Aspect	Teacher's sentence
Greeting	<p>T: Good morning students, how are you?</p> <p>S: Good morning Miss, I'm fine...thank you, and you?</p>

	T: I'm fine too, thank you
Prayer	Ok class, before we start our lesson today, let's pray together.... Amen
Checking Attendance	Is everybody here?
Preparing the class condition	<p>T: Could you help me to clean the whiteboard?</p> <p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let's start our lesson today.</p>
Lead in	Before we start our lesson today, I have some questions to ask. Do you ever read a novel book? What novel do you ever read?

b. Core activities

MOT

1. The teacher shows an example of a narrative text and its comic series and stick them on the board. (Appendix 1)
2. The students with the teacher's guidance identify the generic structures of the text.
3. The students with the teacher's guidance identify the language features of the text.

JCOT

5. Student given a narrative text (Appendix 2)
6. Students read the text and answer the question
7. The teacher and the students discuss about the generic structures, social purpose and the language focus of the text

8. The students given a narrative text and answer the blank words using past tense.
(Appendix 3)
9. The students complete the story with the right simple past tense.
10. The student are given different comic strips by the teacher (Appendix 4)
11. The students observe the comic strips and make a sentence using suitable words.

ICOT

1. The students make an outline based on the comic strips
1. The students make paragraphs from the outline

c. Closing Activity

Summarizing	So, what have you learnt today?
Reflection	You did a great job today. Are there any difficulties?
Further guidance	
Prayer	Lets pray together to end our class

I. Evaluation

Form : Written (Students make a narrative text)

Rubric score

(adapted from Jacobs *et al.*'s (1981))

CONTENT	30-27	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	26-22	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	21-17	Fair to poor	Limited knowledge of subject, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	20-18	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	17-14	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	20-18	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	17-14	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	13-10	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
LANGUAGE USE	25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	21-18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	17-11	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and

			preposition, meaning confused or obscured.
	10-5	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
MECHANISM	5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate

J. Sources

Graded Readers, Scott Foresman reading Street, Decodable reader 18, illustrated by Dan Vick,

Utami Widiati, et.al. 2008. *Contextual Teaching and Learning (Bahasa Inggris, Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

Youtube.com

Approved by

Yogyakarta,

English teacher

Apprentice teacher

Jumiyasrini S.Pd

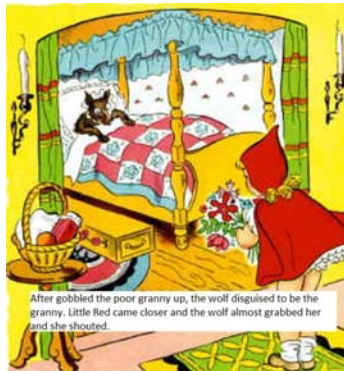
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APPENDIX 1

LITTLE RED RIDING HOOD



ORIENTATION	<p>Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.</p> <p>One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other.</p> <p>"That's a good idea," her mother said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother.</p> <p>When the basket was ready, the little girl put on her red cloak and kissed her mother goodbye.</p> <p>"Remember, go straight to Grandma's house," her mother cautioned.</p> <p>"Don't dawdle along the way and please don't talk to strangers! The woods are dangerous."</p> <p>"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful."</p>
COMPLICATION	<p>But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. She picked a few, watched the butterflies flit about for awhile, listened to the frogs croaking and then picked a few more.</p> <p>Little Red Riding Hood was enjoying the warm summer day so much, that she didn't notice a dark shadow approaching out of the forest behind her...</p> <p>Suddenly, the wolf appeared beside her.</p> <p>"What are you doing out here, little girl?" the wolf asked in a voice as friendly as he could muster.</p> <p>"I'm on my way to see my Grandma who lives through the forest, near the brook," Little Red Riding Hood replied.</p> <p>Then she realized how late she was and quickly excused herself, rushing down the path to her Grandma's house.</p> <p>The wolf, in the meantime, took a shortcut...</p> <p>The wolf, a little out of breath from running, arrived at Grandma's and knocked lightly at the door.</p> <p>"Oh thank goodness dear! Come in, come in! I was worried sick that something had happened to you in the forest," said Grandma thinking that the knock was her granddaughter.</p>

The wolf let himself in. Poor Granny did not have time to say another word, before the wolf gobbled her up!

The wolf let out a satisfied burp, and then poked through Granny's wardrobe to find a nightgown that he liked. He added a frilly sleeping cap, and for good measure, dabbed some of Granny's perfume behind his pointy ears.

A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose. "Who is it?" he called in a cackly voice.

"It's me, Little Red Riding Hood."

"Oh how lovely! Do come in, my dear," croaked the wolf.

When Little Red Riding Hood entered the little cottage, she could scarcely recognize her Grandmother.

"Grandmother! Your voice sounds so odd. Is something the matter?" she asked.

"Oh, I just have touch of a cold," squeaked the wolf adding a cough at the end to prove the point.

"But Grandmother! What big ears you have," said Little Red Riding Hood as she edged closer to the bed.

"The better to hear you with, my dear," replied the wolf.

"But Grandmother! What big eyes you have," said Little Red Riding Hood.

"The better to see you with, my dear," replied the wolf.

"But Grandmother! What big teeth you have," said Little Red Riding Hood her voice quivering slightly.

"The better to eat you with, my dear," roared the wolf and he leapt out of the bed and began to chase the little girl.

Almost too late, Little Red Riding Hood realized that the person in the

	<p>bed was not her Grandmother, but a hungry wolf.</p> <p>She ran across the room and through the door, shouting, "Help! Wolf!" as loudly as she could</p>
RE-ORIENTATION	<p>A woodsman who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could.</p> <p>He grabbed the wolf and made him spit out the poor Grandmother who was a bit frazzled by the whole experience, but still in one piece.</p>
CODA	<p>"Oh Grandma, I was so scared!" sobbed Little Red Riding Hood, "I'll never speak to strangers or dawdle in the forest again."</p> <p>"There, there, child. You've learned an important lesson. Thank goodness you shouted loud enough for this kind woodsman to hear you!"</p> <p>The woodsman knocked out the wolf and</p> <p>carried him deep into the forest where he wouldn't bother people any longer.</p> <p>Little Red Riding Hood and her Grandmother had a nice lunch and a long chat.</p>

APPENDIX 2

Peter and the Mountainy Men

Long, long ago, in the mountains of Switzerland, there lived a rich miller who was very mean. Even when people were starving and pleading for food, he would not help them. One cold winter's day there was a knock on the mill door.

"What do you want?" barked the miller.

"Please, Sir, could you give me just one small bag of flour?" pleaded a tiny man dressed in a red cap and little green suit. "We need it so badly."

"Buzz off!" shouted the miller. "I've no time for beggars!"

As the dwarf began his long walk back to the mountains, he met a young boy carrying a bag of flour in his arms. It was Peter, the miller's son.

"Take this," he whispered, "but don't let my father know I've given it to you."

The dwarf took the bag and tucked it inside his coat. "Thank you, young sir," he said. "I'll not forget your kindness." Then he continued on his way.

One spring morning, several months later, Peter was fishing in a lake up in the mountains when he felt a strong pull on his line. He tugged and tugged, until suddenly, a little figure appeared out of the water. It was the dwarf!

"Why, if it isn't the miller's son!" he said, drying himself on a huge leaf. "I've been having my annual bath in honour of the Great Day."

"Great Day?" asked Peter.

"Didn't you know? Today's our Great Day of Feasts and Sports. Why don't you come and join us? It's great fun and there's heaps to eat!"

The dwarf dived into the long grass, and pulled out his red cap and green clothes. Then he led the way through a hollow tree trunk to a huge cave in the hillside. This was where all the mountainy people – the elves, the dwarfs and the fairies – make their home. In the huge cave hundreds of little folk dressed in gaily coloured clothes sat at long, low tables munching cake, jellies and ice-cream. And there were great bowls of fruit and tall jugs of juice.

The dwarf banged on the table for silence. Immediately the chattering and music stopped.

"Dwarfs, goblins, and fairies, this is Peter, the boy who gave us the bag of flour last Winter. He's here as my special guest for the Great Day!"

The mountainy people clapped and cheered, as Peter sat down at the head table and began to eat, and eat ... and eat. But, long before he had finished, the games began.

There was hurdling over the benches and pole-vaulting over the tables. The leprechauns played and a big crowd gathered to watch the darts match played with goose feathers. Skittles were played with a marble and big fir cones, and for javelin-throwing they used long twigs.

Peter was invited to join in the fun, but refused politely. "I don't really think it would be fair. After all, I'm so much bigger than you ... and stronger."

"I wouldn't count on that," said a goblin – and he lifted up the bench, Peter and all!

The miller's son at entranced as the elves rode bareback on racing mice, and the fairies used little wooden boats to race down a stream running through the cave. And all the time there were dwarfs doing handstands and somersaults, sometimes for prizes but mostly for fun. Then, after a tug-of-war between the goblins and the gremlins, everyone ran out to the top of the mountain and back – and fell down exhausted.

Peter picked his way through the tired little bodies, taking care not to step on the fairies' wings. He crept out of the cave and climbed up the tree trunk back to the lake.

Just as he picked up his fishing rod he heard a voice calling to him. "Wait, Peter, wait for me!"

It was the mountainy man. "You're leaving without your presents."

"Presents? But it isn't my birthday."

"I know it isn't. I mean your thank-you presents. You gave us flour when we were starving, so please take this whistle in return for your kindness. Just blow it loudly three times and we'll bring you whatever you want."

Amazed at all he had seen, Peter could scarcely find words to thank the little man. "And this," said the dwarf taking a bag from inside his coat, "is a flour bag for your father."

As the sun was sinking, Peter reached the mill, gave his father the bag and told him that the dwarf had given it to him.

"You mean you sneaked out and gave one of my bags of flour to that little beggar?" shouted the miller. But then he peeped inside the bag ... and found a hundred shining pearls, with a note:

We hope this makes you happy not sad,

Mountainy folk return good for bad.

The miller felt so ashamed he promised Peter that never again would he turn away anyone in need of help.

So, ever after that, when the first winter snow fell high on the mountains, all the little people visited their friends, the miller and Peter. And they always found the miller's table laden with delicious food.

Taken from: Golden Press, Australia 1987

Questions

1. Write down the setting in brief.

- Who are involved in the story?
- Where did the story take place?
- When did the story happen?

2. Write down the chain of events in brief.

- What did the miller do when a dwarf begged for flour?
- What did Peter do to the dwarf?
- How did Peter meet the dwarf several months later?
- Where did the dwarf ask Peter to go with?
- In what event was Peter invited to join?
- What did Peter get as he left?

3. How did the story end?

4. What do you learn from the tale?

APPENDIX 3

Choose the right verb, punctuate and capitalize the following story to make a good narrative text!

one day a monkey (want/wants/wanted) to (crossing/crossed/cross) a river he saw a crocodile in the river so he asked the crocodile told the monkey to jump onto its back. then the crocodile swam down the river now the crocodile was very hungry so when it was in the middle of the river it (stop/stopped) and said to the monkey monkey my father is very sick he must eat the heart of a monkey the he will be strong again

the monkey (taught/thought/think) for a while then he told the crocodile to swim back to the river bank

what for asked the crocodile

because i didn't bring my heart with me said the monkey i left it under the tree near some coconuts

so the crocodile turned (turn/turned/turning) around and swam back to the bank of the river as soon as they reached the river bank the monkey jumped off the crocodiles back and climbed up to the top of a tree

where is your heart asked the crocodile

you are foolish the monkey said to the crocodile

now i am free and you have nothing

the monkey told the crocodile not to try to trick him again the crocodile swam away hungry

Narrating events - past tenses

Verbs

run up

wait

kill

water the plants

arrive	leave
put up	play
call	have tea (2)
ring	try to attempt
rescue	invite
run over	cannot get down

Complete the story using the correct verbs and phrases above

Yesterday evening, Mrs Jones (1)_____ in her garden, while her cat, Henry, (2)_____ near her. Suddenly, Henry (3)_____ a tree. Mrs Jones (4)_____ to Henry, but he (5)_____, so she (6)_____ the Fire Brigade.

While she (7)_____ for them to arrive, she (8)_____ with some fish. The Fire Brigade eventually (9)_____, (10)_____ their ladder and (11)_____ Henry.

Mrs Jones was so pleased that she (12)_____ them in (13)_____. While they (14)_____, they didn't see Henry go outside again and ten minutes later, as they (15)_____, they (16)_____ and unfortunately (17)_____ him.

APPENDIX 4

Write a paragraph to describe what happened in this comic strip. Here are some words

you can use:

1. Have
2. Warn
3. Sneeze
4. Wipe
5. Scratch



LESSON PLAN

School	: MAN Yogyakarta II
Grade/ Semester	: XI IPA 1/ 2
Subject	: English
Skill	: Writing
Time Allocation	: 4 X 30 minutes

A. Standard of Competence:

7. Students are able to express the meaning in written short functional texts and short essays in the form of narrative, descriptive and news item to interact with their environment.

B. Basic Competency:

- 12.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of narrative to interact with their environment in accurate, fluent and appropriate ways.

C. Indicators

6. Identify the social function of narrative texts
7. Identify the generic structure of narrative texts
8. Identify the language features of narrative texts
9. Rearrange jumbled comic strips into a good narrative text
10. Produce a narrative texts based on comic strips

D. Learning Objectives:

In the end of the lesson, the students are expected to be able to:

6. Identify the social function of narrative texts
7. Identify the generic structure of narrative texts
8. Identify the language features of narrative texts
9. Rearrange jumbled comic strips into a good narrative text
10. Produce a narrative texts based on comic strips

E. Learning Resources and Materials

a. Generic structures of narrative text

Narrative Text is a text whose content is a story or a story about something. Narrative Sample text: folklore (folktale), animal story (fable), The Legend (Legend), a short story (short story), and the like. In it there is a conflict / top problem, followed by settlement. The main function of this text is for recounts or entertain readers.

Generic Structure:

- ***Orientation:*** contains the introduction of character, place and time of the story (who or what, when and where)
- ***complication:*** Contains the height of the conflict / problem in the story. A story can have more than one complication.
- ***Resolution:*** Solving problems. Could end up with joy (happy ending) could also end up with sadness (sad ending).

b. Input texts

The Four Friends

c. Language focus

4. The use of simple past tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:

He **married** the fish. (*regular verb*)

I **saw** the fish. (*irregular verb*)

Usually, we use the following adverbs of time in simple past tense:

Once upon a time

yesterday

last week

last ...

two days ago

... ago

5. Words showing order

One of the language features of narratives is the use of words that show the order in which the events in the text happened.

Words showing order

first (second, third)	next	then	when
now	soon after	afterwards	meanwhile
at this point	at this moment	before that	

6. Key vocabularies

got married	rays	spread	
farmer	fishing	prominent	suspicion
farm	scales	emit	submerged
wiggle	cheer	nodded	
reddish	smell	abandoned	

F. Media

Comic series:

“Hansel and Gretel”

“Heidi”

G. Learning Method

Genre-Based (BKOF-MOT-JCOT-ICOT)

Teaching and Learning Activities

b. Opening Phase

Aspect	Teacher's sentence
--------	--------------------

Greeting	<p>T: Good morning students, how are you?</p> <p>S: Good morning Miss, I'm fine...thank you, and you?</p> <p>T: I'm fine too, thank you</p>
Prayer	<p>Ok class, before we start our lesson today, let's pray together.... Amen</p>
Checking Attendance	<p>Is everybody here?</p>
Preparing the class condition	<p>T: Could you help me to clean the whiteboard?</p> <p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let's start our lesson today.</p>
Lead in	<p>Before we start our lesson today, I have some questions to ask. Do you ever read a novel book? What novel do you ever read?</p>

Second Meeting

MOT

1. The students given a narrative text and answer the questions. (Appendix 1)
2. The teacher and the students identify the topic, generic structures and language features
3. The students divided into six groups
4. The teacher distribute jumbled comic strips to the students. (Appendix 2)
5. After re arrange the comic strips, students make an outline

6. The teacher point one group to answer the first strips and the outline, and point other groups to continue the story until the story finish.
7. The teacher and the students identify the generic structure, language features and the social purpose of the text.

ICOT

1. The teacher distributes other comic strips to each students
2. The students observe the comic strips to stimulate their ideas to the story.
3. The students make an outline of the story based on the comic strips.
4. After making outline, the students write the story based on the outline.
5. The students edit their writings before they submitted to the teacher.

Third Meeting

MOT

1. The teacher asks some questions about the text to the students orally.
2. The teacher tells the students the goal of the meeting.
3. The teacher divides the students into two groups, boys and girls.
4. The teacher write movie title on the white boards and asked the students to write the name of the actor/actress, setting, etc as narrative text. The longer list will be the winner
5. The teacher reviews the material about narrative text by identifying the generic structure of narrative text together with the students and explaining language features of narrative text.
6. Teacher returns the students' draft after gives feedback.
7. Teacher writes one of the sentence made by the students and discuss it together.

ICOT

1. The students revise and write their final drafts.

c. Closing Activity

Summarizing	So, what have you learnt today?
Reflection	You did a great job today. Are there any difficulties?
Further guidance	
Prayer	Lets pray together to end our class

I. Evaluation

Form : Written (Students make a narrative text)

Rubric score

(adapted from Jacobs *et al.*'s (1981))

CONTENT	30-27	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	26-22	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	21-17	Fair to poor	Limited knowledge of subject, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	20-18	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	17-14	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development

	9-7	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	20-18	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	17-14	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	13-10	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
LANGUAGE USE	25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
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	10-5	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
MECHANISM	5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
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J. Sources

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Youtube.com

Approved by

Yogyakarta,

English teacher

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Jumiyasrini S.Pd

Kamalia Rifa Eliya

NIP. 196401231987032001

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Appendix 1

Read the following story and then complete the sentences.

The Four Friends

One day, a Mama Ostrich returned home from gathering food for her two dear chicks. She looked and looked for them but could not find them anywhere. Imagine her alarm when she discovered lion tracks around her two-footed chicks' tracks! Fearful but determined to find her babies, she followed the lion tracks.

The tracks led into the woods and finally ended at the den of Mama Lion. In the opening through the cave there lay her own dear chicks in the arms of Mama Lion. The Mama Lion did not want to give the chicks back. She said they were her cubs. Then she challenged Mama Ostrich.

She said to Mama Ostrich that if she can make an animal to look her in the eye and tell her that the chicks are not her cubs, she will give them back to her. Mama Ostrich agreed and set out to her friends to ask for help.

She told all the animals that there is an important meeting and that they should come.

Then, when she came to mongoose she told him the story and he said that he had an idea. The Mongoose told her to make a hole under an anthill, as a second exit. Then, Mama Ostrich did just what the mongoose had told her to do.

The next morning, the entire animals gathered near the anthill. Then, Mama Ostrich told them the story and asked one of them to stare the Mama Lion in her eyes and say that the chicks were not her cubs. The animals wanted to help her but they didn't want to risk their life. One by one they said that the chicks were her cubs. Mama Ostrich was disappointed that her friends would not help her.

When it was the mongoose's turn he said, "Have you ever seen a mama with fur has babies that have feathers? Think of what you are saying. Mama Lion has fur! The chicks have feathers!

They belong to the ostrich!" having said that, Mongoose jumped down the hole under the anthill, and escaped out the other end.

At once, Mama Lion jumped after him, and when she did so the two ostrich chicks were freed. Mama Lion could not escape from the anthill and had to stay there for a long time.

Taken From: www.storiestogrowby.com

1. A Mama Ostrich returned home from
2. She could not find
3. She found ... which led her to the den of Mama Lion.
4. Mama Lion challenged her if ... she would give her chicks back.
5. The animals were too scared to help her except
6. He had an idea to trap Mama Lion by
7. The Mongoose said that Mama Lion had fur while the chicks
8. Mama Lion chased ... and got into the hole and could not go out of the hole.
9. The chicks were ... and Mama Lion was trapped in the hole.
10. Mama Ostrich could get her chicks back because of ... with the mongoose.

APPENDIX 2

Read the comic strips carefully, then rearrange the jumbled comic strips into a good comic strips. After order the right strip make an outline based on the comic strips.



LESSON PLAN

School	: MAN Yogyakarta II
Grade/ Semester	: XI IPA 1/ 2
Subject	: English
Skill	: Writing
Time Allocation	: 4 X 30 minutes

A. Standard of Competence:

8. Students are able to express the meaning in written short functional texts and short essays in the form of narrative, descriptive and news item to interact with their environment.

B. Basic Competency:

- 12.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of narrative to interact with their environment in accurate, fluent and appropriate ways.

C. Indicators

11. Identify the social function, generic structure and language features of narrative texts
12. Use simple past tense in composing narrative text
13. Rearrange jumbled sentences into good narrative texts based on comic strips

D. Learning Objectives:

In the end of the lesson, the students are expected to be able to:

1. Identify the social function, generic structure and language features of narrative texts
2. Use simple past tense in composing narrative text
3. Rearrange sentences into good narrative texts based on comic strips

E. Learning Resources and Materials

a. Generic structures of narrative text

Narrative Text is a text whose content is a story or a story about something. Narrative Sample text: folklore (folktale), animal story (fable), The Legend (Legend), a short story (short story), and the like. In it there is a conflict / top problem, followed by settlement. The main function of this text is for recounts or entertain readers.

Generic Structure:

- ***Orientation:*** contains the introduction of character, place and time of the story (who or what, when and where)
- ***complication:*** Contains the height of the conflict / problem in the story. A story can have more than one complication.
- ***Resolution:*** Solving problems. Could end up with joy (happy ending) could also end up with sadness (sad ending).

b. Input texts

"Calgary"

c. Language focus

7. The use of simple past tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:

He **married** the fish. (*regular verb*)

I **saw** the fish . (*irregular verb*)

Usually, we use the following adverbs of time in simple past tense:

Once upon a time

yesterday

last week

last ...

two days ago

... ago

8. Words showing order

One of the language features of narratives is the use of words that show the order in which the events in the text happened.

Words showing order

first (second, third)	next	then	when
now	soon after	afterwards	meanwhile
at this point	at this moment	before that	

9. Key vocabularies

got married rays spread

farmer fishing prominent suspicion

farm	scales	emit	submerged
wiggle	cheer	nodded	
reddish	smell	abandoned	

F. Media

"In The Park"

'Wizard Of Oz'

G. Learning Method

Genre-Based (BKOF-MOT-JCOT-ICOT)

Teaching and Learning Activities

c. Opening Phase

Aspect	Teacher's sentence
Greeting	<p>T: Good morning students, how are you?</p> <p>S: Good morning Miss, I'm fine...thank you, and you?</p> <p>T: I'm fine too, thank you</p>
Prayer	<p>Ok class, before we start our lesson today, let's pray together.... Amen</p>
Checking Attendance	<p>Is everybody here?</p>
Preparing the class condition	<p>T: Could you help me to clean the whiteboard?</p>

	<p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let's start our lesson today.</p>
Lead in	<p>Before we start our lesson today, I have some questions to ask. Do you ever read a novel book? What novel do you ever read?</p>

b. Core activities

MOT

4. The teacher shows a model of comic series to the students. (Appendix 1)
5. The students with the teacher's guidance identify the generic structures of the text.

JCOT

12. Student given a jumbled sentences (Appendix 2)
13. Students rearrange the sentences
14. Students given a different comic strip by the teacher (Appendix 3)
15. The students observe the comic strips to stimulate their ideas to the story
16. The students are asked to identify the object and the action verbs in the comic strips and the teacher writes them on the board.

ICOT

1. The students do outlining and drafting based on the comic strips in pairs.

Second Meeting

MOT

1. The students watch the video about past tense

JCOT

1. The teacher gives back the students' writing to revise after she gave feedback on their writings.
2. The students with the teacher's guidance identify their mistakes on their writings.

ICOT

1. The students revise and write their final drafts.

c. Closing Activity

Summarizing	So, what have you learnt today?
Reflection	You did a great job today. Are there any difficulties?
Further guidance	
Prayer	Lets pray together to end our class

I. Evaluation

Form : Written (Students make a narrative text)

Rubric score

(adapted from Jacobs *et al.*'s (1981))

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Approved by

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English teacher

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APPENDIX 1

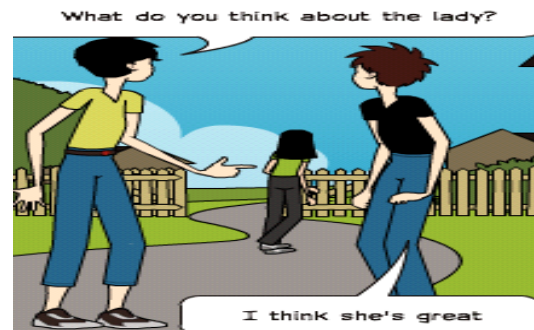
IN THE PARK

ORIENTATION

One day, there were Raja and Sono who lived in a small village. They were very loved to play outside. Last week, they went to the park together. The scenery was very beautiful and the air was so cool.

COMPLICATION

When they arrived there, they saw a woman. However, they could not see her face. They only saw her long hair and her slim body. Raja asked Sono about the lady. Sono said, "I think she is great."



COMPLICATION

Raja was so curious to know her. Then, he tried to call her by saying "Hi Sweetie".



RESOLUTION

When the woman turned around, he was very surprised. She had a moustache. She was not even a woman. Both Raja and Soni said sorry and back home. "it was embarrassing," Said Raja on the way he back home.



APPENDIX 2

Rearrange the following paragraph by numbering the sentences in the order they should appear.

- _____ Finally I was able to calm down long enough to understand what the man was saying
- _____ In downtown Calgary it can sometimes seem quite dangerous when the sun goes down.
- _____ This danger became very real to me one summer evening.
- _____ Next he leaned ominously into the car blowing toxic liquor fumes across my face
- _____ During the rush hour one evening after work, I was driving down Centre Street, and was stopped by the red light across from the York Hotel.
- _____ Before I knew what had happened an old man had grabbed my door handle.
- _____ Later I realised how foolish I had been to drive with the doors unlocked.
- _____ Now I started to panic as his hands fumbled on the car seat because I thought he was grabbing for my purse.
- _____ After this experience, my sense of safety in Calgary was destroyed.

_____ Then I realized all he wanted was a cigarette, and gingerly I extended the pack to him

_____ When he started muttering, I drew back even further against the driver's door.

_____ After snarling, "Darn light stuff", he took two smokes and my lighter, and backed out of the car.

APPENDIX 3

Make a narrative story based on the comic strips. The question will help you in writing your story. Write atleast 3 paragraph.



<p>.....</p> <p>Far away in a little town in Kansan. A girl named Dorothy lived with her uncle, aunt and a little dog, Toto. One day a horrible twister came to the town It was very strong and could rip out trees and blow houses away.</p>	<p>ORIEBTATION</p> <p>Who?</p> <hr/> <p>Where?</p> <hr/> <p>When?</p> <hr/> <p>COMPLICATION</p> <p>Problems</p> <hr/> <p>How the problem(s) is/aer solved?</p> <hr/>
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	How the story ends
	<hr data-bbox="1101 464 1224 468"/>

LESSON PLAN

School : MAN Yogyakarta II

Grade/ Semester : XI IPA 1/ 2

Subject : English

Skill : Writing

Time Allocation: 2 X 30 minutes

A. Standard of Competence:

9. Students are able to express the meaning in written short functional texts and short essays in the form of narrative, descriptive and news item to interact with their environment.

B. Basic Competency:

- 12.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of narrative to interact with their environment in accurate, fluent and appropriate ways.

C. Indicators

14. Identify the social function of narrative texts
15. Identify generic structure of narrative texts
16. Identify language features of narrative texts
17. Rearrange jumbled paragraph into a good narrative text
18. Produce a narrative text

D. Learning Objectives:

In the end of the lesson, the students are expected to be able to:

11. identify, generic structure and language features of narrative texts
12. use simple past tense in composing narrative texts
13. Make an outline of narrative text based on comic strips
14. Write recount text based on comic strips

E. Learning Resources and Materials

a. Generic structures of narrative text

Narrative Text is a text whose content is a story or a story about something. Narrative Sample text: folklore (folktale), animal story (fable), The Legend (Legend), a short story (short story), and the like. In it there is a conflict / top problem, followed by settlement. The main function of this text is for recounts or entertain readers.

Generic Structure:

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- ***complication:*** Contains the height of the conflict / problem in the story. A story can have more than one complication.
- ***Resolution:*** Solving problems. Could end up with joy (happy ending) could also end up with sadness (sad ending).

b. Input texts

Comic Strips:

"The Fairie's Cake

c. Language focus

10. The use of simple past tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:

He **married** the fish. (*regular verb*)

I **saw** the fish. (*irregular verb*)

Usually, we use the following adverbs of time in simple past tense:

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One of the language features of narratives is the use of words that show the order in which the events in the text happened.

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now	soon after	afterwards	meanwhile
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reddish	smell	abandoned	

F. Media

"Jack and The Beanstalk "

G. Learning Method

Genre-Based (BKOF-MOT-JCOT-ICOT)

Teaching and Learning Activities

d. Opening Phase

Aspect	Teacher's sentence
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Prayer	Ok class, before we start our lesson today, let's pray together.... Amen
Checking Attendance	Is everybody here?
Preparing the class condition	<p>T: Could you help me to clean the whiteboard?</p> <p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let's start our lesson today.</p>
Lead in	Before we start our lesson today, I have some questions to ask. Do you ever read a novel book? What novel do you ever read?

b. Core activities

MOT

1. The teacher introduces a model of narrative text to the students.
2. The students identify the generic structure, language features and the social purpose of the text.

JCOT

1. The teacher distribute a narrative text (Appendix 1)
2. The students answer the questions
3. The students rearrange the jumbled paragraph in pairs (Appendix 2)
4. The teacher distribute another comic strips to each student. (Appendix 3)
5. The students observe the comic strips to stimulate their ideas to make a narrative text.

ICOT

1. The students make an outline of the story based on the comic strips.

2. After making the outline, the students continue to write the story based on the outline.'
3. The students write the final draft before they submitted to the teacher.

c. Closing Activity

Summarizing	So, what have you learnt today?
Reflection	You did a great job today. Are there any difficulties?
Further guidance	
Prayer	Lets pray together to end our class

I. Evaluation

Form : Written (Students make a narrative text)

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Yogyakarta,

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Jumiyasrini S.Pd

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APPENDIX 1

The Fairies' Cake

There was once a young lady called Lucy who baked the best cakes in the whole world. One day she was stolen away by the fairies, who locked her up in the kitchen in Fairyland. "Make us a cake!" they all demanded. "A big, gooey, crumbly, creamy cake with icing!"

"And what will become of me when I've done the baking?" asked Lucy.

"Oh, we'll turn you into a tree."

"I don't want to turn into a tree," thought Lucy. So she said to the fairies, "How can I make a cake without flour? You'd better fly to my kitchen and fetch me a bag of flour."

So the fairies flitted over to the croft where Lucy lived, and flitted back with a bag of flour. Lucy shook her head. "How can I make a cake without eggs? You'd better fly to my hen-house and fetch me half a dozen eggs."

So the fairies flew over to the hen-house, and flew back with half a dozen eggs. "But how can I make a cake without sugar?" said Lucy to the fairies.

"You'd better hurry to my cupboard and fetch a bag of sugar." So the fairies flitted over the croft and found in the cupboard a bag of sugar, and between them carried it back to Fairyland.

"Ouch, but you forgot the baking powder!" cried Lucy. "Do you want a cake as flat as a dinner plate?" And she sent the fairies back for the baking powder. She sent them for the icing sugar, the cherries, the cream and a bowl. And with every trip the fairies grew more and more tired, until their wings drooped. "There! I'm ready!" said Lucy, putting all the ingredients into the bowl. "But oh dear, I'm too worried about my poor wee baby to think about cake-making. You must go and fetch him for me to watch over while I cook."

“Oh, all right,” said the fairies grudgingly. They did not want to go – they were worn out. But how else could they get their cake? They were no sooner back, carrying the baby in his crib, than Lucy looked at her watch.

“Oh goodness gracious! It’s time for my husband’s tea. I must go home and cook him something.”

“Oh no you don’t!” said the fairies. “Let him make his own tea!” But Lucy fell into such fits of giggles that she could neither whisk nor stir. “Make his own tea? Why, he couldn’t butter a slice of bread! Oh, no, you must fetch him so I can explain why his tea’s late.”

So the fairies flapped over to the croft – and flapped back with Lucy’s husband. Then they sat back to back on the floor to catch their breath.

“Did you lock up the cat and dog before you left?” Lucy asked her husband sharply – though she winked an eye as she spoke.

“Er...er, no, I-I didn’t have time.”

“What? The dog and cat not locked up? Why, they’ll scratch the house to pieces! You fairies will have to fetch them here – no two ways about it!”

The fairies could hardly bring themselves to get up off the floor. But they were so hungry that they wanted a cake more than ever. So they folded their wings across their backs and walked all the way over to Lucy’s croft, and carried back the cat and the dog.

“Now. At last I’m ready to bake the cake,” said Lucy. “But where’s the oven?”

“Oven?” The fairies began to grizzle. “Do you need an oven?” Lucy laughed and her husband laughed, too. “Of course I need an oven!”

So the fairies crawled over to the croft and staggered back under the gigantic weight of the cast-iron kitchen range. While they were gone, Lucy said to her husband, “Sing!” And she said to the cat, “Yowl!” And she said to the dog, “Bark!” And she said to the baby, “Cry!”

The door flew open, and in came the oven. The fairies set it down, then sprawled on their little fairy beds, exhausted. But the man was singing. And the cat was yowling. And the dog was barking. And the baby was crying.

"Sssh! Oh shush! Stop!" shrieked the fairies, covering their ears. "Go away, *please!*" they cried, pulling their pillows over their heads.

"Very well," said Lucy. "but only if you promise to fetch my oven home tomorrow morning at the latest." Then her husband picked up the baby in his crib, and Lucy picked up the cat, and the dog followed on behind. They walked home to a meal of cold pork pie and toasted crumpets. But Lucy, though she had narrowly escaped being turned into a tree, felt sorry for the fairies with no-one to bake them cakes. So when they brought back her oven, the first thing she did was to bake a big, gooey, crumbly, creamy cake with icing on top, and she left it outside the door. And do you know what? The next morning it was gone.

Taken from: Golden Press, Australia 1987

Questions

1. Mention who and what were involved in the story with their characteristics.
2. Why was Lucy stolen away?
3. What would happen to Lucy if she finished baking the cake?
4. List things Lucy needs to bake a cake.
5. How did Lucy escape from the fairies?
6. Finally, how did the story end?

APPENDIX 2

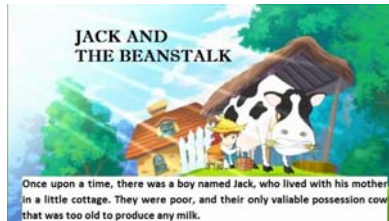
Arrange this jumbled paragraph into a good narrative text!

<p>Once upon a time, there was a maiden lived deep in the forest in a tiny cottage.</p> <p>She sold herbal remedies for a living. Folks living in the town nearby called her Bloody Mary, and said she was a witch. None dared cross her cottage for fear that their cows would go dry, their food-stores rot away before winter, their children take sick of fever, or any number of terrible things that an angry witch could do to her neighbours.</p>	Paragraph 1
<p>The desperate cries of the miller and his wife woke the neighbours. They came to assist the frantic couple. Suddenly, a sharp-eyed farmer gave a shout and pointed towards a strange light at the edge of the woods. A few townsmen followed him out into the field and saw Bloody Mary standing beside a large oak tree, holding a magic stick that was pointed towards the miller's house. She was glowing with an unearthly light as she set her evil spell upon the miller's daughter.</p>	
<p>Then came the night when the daughter of the miller rose from her bed and walked outside, following an enchanted sound no one else could hear. The miller's wife had a toothache and was sitting up in the kitchen treating the tooth with an herbal remedy when her daughter left the house. She screamed for her husband and followed the girl out of the door. The miller came running in his nightshirt. Together, they tried to restrain the girl, but she kept breaking away from them and heading out of town.</p>	
<p>As she burned, Bloody Mary screamed a curse at the villagers. If anyone mentioned her name aloud before a mirror, she would send her spirit to revenge herself upon them for her terrible death. When she was dead, the villagers went to the house in the wood and found the unmarked graves of the little girls the evil witch had murdered. She had used their blood to make her young again.</p>	
<p>Then the little girls in the village began to disappear, one by one. No one could find out where they had gone. Grief-stricken families searched the woods, the local buildings, and all the houses and barns, but there was no sign of the missing girls. A few brave souls even went to Bloody Mary's home in the woods to see if the witch had taken the girls, but she denied any knowledge of the</p>	

disappearances. Still, it was noted that her haggard appearance had changed. She looked younger, more attractive. The neighbours were suspicious, but they could find no proof that the witch had taken their young ones.	
From that day to this, anyone foolish enough to chant Bloody Mary's name three times before a darkened mirror will summon the vengeful spirit of the witch. It is said that she will tear their bodies to pieces and rip their souls from their mutilated bodies. The souls of these unfortunate ones will burn in torment as Bloody Mary once was burned, and they will be trapped forever in the mirror.	
The townsmen grabbed their guns and their pitchforks and ran toward the witch. When she heard the commotion, Bloody Mary broke off her spell and fled back into the woods. The far-sighted farmer had loaded his gun with silver bullets in case the witch ever came after his daughter. Now he took aim and shot at her. The bullet hit Bloody Mary in the hip and she fell to the ground. The angry townsmen leapt upon her and carried her back into the field, where they built a huge bonfire and burned her at the stake.	

APPENDIX 4

(Task on developing story based on the picture series)



NAME: _____

NARRATIVE PLAN

Title:

When? The time

Where? The place – setting of the story

Who? The people and or animals – main characters

Problems/Complications? What caused the problems? How did it create the problems?

Solution/Resolution

APPENDIX E: OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST

No : 1

Cycle : 1

Meeting : 1

No	Researcher's Activity	Yes	No
1	The researcher opens the class by greeting and checking students' attendance list	√	
2	The researcher asks students to pray	√	
3	The researcher explains the goal of the teaching learning The teacher gives lead-in questions	√	
4	The researchers introduces a model of narrative text	√	
5	The researcher gives a comic strips to the students based on the text	√	
6	The researcher asks the students to answer question based on the text.	√	
7	The researcher checks the students' work	√	
8	The researcher and the students discuss the generic structure and language features of the text	√	
9	The researcher gives chances to the students to ask questions	√	
10	The researcher gives comic strips and ask students to exercise the past events of the text and direct and indirect speech and order the comic strips using jumbled direct - indirect speech	√	
11	The researcher checks the students' work	√	
12	The researcher asks the students to come in front of the class and practice the dialogue	√	
13	The researcher and the student discuss after student finish their work	√	
14	The researcher concludes the material	√	
15	The researcher previews on the upcoming materials	√	
16	The researcher ends the class by praying	√	

No	Students' Activity	Yes	No
1	The students pray together	√	
2	The students pay attention to the researcher's explanation	√	
3	The students are showing their enthusiasm	√	
4	The students do the task	√	

5	The students deliver questions to the researcher	√	
6	The students reflect their learning	√	

OBSERVATION CHECKLIST

No : 2

Cycle : 1

Meeting : 2

No	Researcher's Activity	Yes	No
1	The researcher opens the class by greeting and checking students' attendance list	√	
2	The researcher asks students to pray	√	
3	The researcher explains the goal of the teaching learning	√	
4	The teacher gives lead-in questions	√	
5	The teacher gives a comic strips to the students	√	
6	The researcher asks the students to order the comic strips	√	
7	The researcher divide the students into six group of students	√	
8	The researcher and the students discuss the generic structure and language features of the text	√	
9	The researcher gives chances to the students to ask questions	√	
10	The researcher gives a comic strips to the students	√	
11	The researcher asks the students the generic structures, language features, verbs use in the comic strips	√	
12	The researcher asks the students to write a narrative text based on the comic strips	√	

No	Students' Activity	Yes	No
1	The students pray together	√	
2	The students pay attention to the researcher's explanation	√	
3	The students are showing their enthusiasm	√	
4	The students identify the text	√	
5	The students do the task	√	
6	The students deliver questions to the researcher	√	
7		√	

OBSERVATION CHECKLIST

No : 3
 Cycle : 1
 Meeting : 3

No	Researcher's Activity	Yes	No
1	The researcher greets the students	√	
2	The students respond to the greeting	√	
3	The researcher asks the students' condition	√	
4	The students tell their condition to the teacher	√	
5	The researcher lead to pray	√	
6	The researcher explains the goal of the teaching and learning	√	
7	The researcher gives lead-in questions	√	
8	The researcher told the goal of the meeting	√	
9	The researcher held game and divide students into two groups, boys and girls.	√	
10	The researcher ask the students to write the name, setting events, complication and resolution of the movie that researcher's write on the white board.	√	
11	The researcher return students draft after giving feedback	√	
12	The researcher write one of the student's writing and discuss it together	√	
13	The researcher asks the students to rewrite their writing	√	
14	The researcher concludes the material	√	
15	The researcher previews on the upcoming materials	√	
16	The researcher ends the class by praying	√	

No	Students' Activity	Yes	No
1	The students pray together	√	
2	The students pay attention to the researcher's explanation	√	
3	The students are showing their enthusiasm	√	
4	The students identify the text	√	
5	The students do the task	√	
6	The students deliver questions to the researcher	√	

OBSERVATION CHECKLIST

No : 4
 Cycle : 2
 Meeting : 1

No	Researcher's Activity	Yes	No
1	The researcher greets the students	√	
2	The researcher asks the students' condition	√	
3	The researcher lead to pray	√	
4	The researcher explains the goal of the teaching and learning	√	
5	The researcher gives lead-in questions	√	
6	The researcher gives comic strips to the students in power point	√	
7	The teacher gives chances to the students to ask questions	√	
8	The students deliver questions to the researcher	√	
9	The researcher gives another comic strips to the students	√	
10	The researcher guides the students in planning and drafting	√	
11	The researcher asks the students to compose a narrative text based on the comic strips	√	
12	The researcher guides the students in the process of composing text	√	
13	The students use dictionary to help them in finding vocabulary	√	
14		√	
15	The researcher concludes the material	√	
16	The researcher reflect their learning	√	
17	The researcher end class by praying	√	

No	Students' Activity	Yes	No
1	The students pray together	√	
2	The students pay attention to the researcher's explanation	√	
3	The students are showing their enthusiasm	√	
4	The students deliver questions to the researcher	√	
5	The students identify the text	√	
6	The students writing a narrative text	√	
7	The students deliver questions to the researcher	√	
		√	

OBSERVATION CHECKLIST

No : 5
 Cycle : 2
 Meeting : 2

No	Researcher's Activity	Yes	No
1	The researcher greets the students	√	
2	The researcher asks the students' condition	√	
3	The researcher lead to pray	√	
4	The researcher explains the goal of the teaching and learning	√	
5	The researcher gives lead-in questions	√	
6	The researcher presents the comic strips using power point	√	
7	The teacher gives chances to the students to ask questions	√	
8	The researcher return students writing	√	
9	The researcher asks the students to identify their mistakes and rewrite their writing	√	
10		√	
11	The researcher guides the students in the process of composing text	√	
12	The students use dictionary to help them in finding vocabulary	√	
13		√	
14	The researcher concludes the material	√	
15	The researcher reflect their learning	√	
16	The researcher previews on the upcoming materials	√	
17	The researcher end class by praying	√	

No	Students' Activity	Yes	No
1	The students pray together	√	
2	The students pay attention to the power point	√	
3	The students identify the generic structures and the language features of the narrative text	√	
4	The students deliver questions to the researcher	√	
5	The students The students use dictionary to help them in finding vocabulary	√	
6	The students rewrite their writing	√	

OBSERVATION CHECKLIST

No : 4

Cycle : 2

Meeting : 1

No.	Researcher's activities	Yes	No
1	The researcher greets the students	√	
2	The students tell their condition to the teacher	√	
3	The researcher explains the goal of the teaching and learning	√	
4	The researcher gives lead-in questions	√	
5			
6	The students are ready to learn the materials	√	
7	The teacher reviews about the use of the narrative text, its generic structure and the use of simple past tense	√	
8	The researcher gives the students task to complete the text with the right simple past verbs based on the comic strips	√	
9	The researcher gives chances to the students to ask questions	√	
10	The researcher asks the students to study the comic strips	√	
11	The researcher asks the students to compose a narrative text based on the comic strips	√	
12	The researcher concludes the material	√	
13	The researcher previews on the upcoming materials	√	
14	The researcher ends the class by praying	√	

No	Students' Activity	Yes	No
1	The students pray together	√	
2	The students pay attention to the power point	√	
3	The students identify the generic structures and the language features of the narrative text	√	
4	The students deliver questions to the researcher	√	
5	The students The students use dictionary to help them in finding vocabulary	√	
6	The students rewrite their writing	√	

7	The students deliver questions to the researcher	√	
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APPENDIX F:

STUDENTS'

WRITINGS

No.

Date:

Rex Dido W

X1 1901 130

"Robin Hood"

One day, there was a man who brave and always helped poor people. But he steals money from rich travellers. In the morning Robin Hood and his friends train they selves to defended in the forest.

In the afternoon they wait the rich travelers in the forest. They prepared everything to steoled. And then Robins group rob the rich travelers and give it to poor people.

In home, finally they celebrate it together. They shared the wealth and party happily.

NAME : Rizka Dinda W

CLASS : XI IPA 1

NUMBER : 30

Write a narrative text based on the comic strips. Try to write as many sentences as possible.

Heidi

Once upon a time, there was Heidi and Peter lived in a small village. They like to see sunset on hill. They lived with her grandfather and grandma.

One day, her friend came from town, named Clara. Clara couldn't walk, so she stayed at home and used wheelchair. Heidi showed her activities to Clara. Clara was so excited and followed Heidi. They planted corns, produced milk. But Peter felt forgotten. When saw Heidi and Clara, he shoved Clara's wheelchair down the hill. Heidi confused and look for Clara's wheelchair. When they met Peter, she asked him but Peter lied.

Guilt, Peter help Clara and inspired her to walk with him. She learned on Peter and Heidi saw the sunset. Fortunately, Clara could walk, she was very happy. They happy together.

When Clara's grandma pick up her, she surprised Clara can walk. At that time suddenly, Peter cried, he confessed he stole Clara's wheelchair. He felt sorry for doing that, he felt did not good to be their friends. Everybody shock! But Clara forgave him and said that it was all because him. Clara could walk because of Peter and Heidi's spirit. In the end, Heidi, Peter and Clara become best friend and happy ever after.



NAME : RIKKA Dinda W
 CLASS/ NUMBER : XI IPA 1 / 30

Write a narrative text about Jack and THE Beanstalk. Make 3 paragraphs consist of orientation, complication and resolution. Use the comic strips to help you narrate the text!

JACK AND THE BEANSTALK

Once upon a time, lived a boy and his mother and his brother in very poor condition. They only had a cow. The cow gave them milk. Unfortunately, one day, the cow could not give any milk. The mother commanded Jack to sold the cow to market. Jack went to market with his cow. In street, he met a pot man. He offered Jack to changed his cow with his magic beans. Jack deal with the pot man and took the beans. When he arrived home, his mother angry with him and threw the beans.

Next morning, he surprised because the beanstalk large was grew in the field. He wonder what's at the top. He climbed the beanstalk. There was a giant lived in the castle. "Fee fi fo fum, I smell the blood of an Englishman. Be he live or be he dead, I'll grind his bones to make my bread. There ye scurvy, so little man, when I catch ye, I'm going to suck the flesh right off your bones!" Said the giant. Jack stole the gold and back to his house. His mother was happy. And she climbed again to steal the magic hen laid gold egg. The last was he stole the harp from the giant. The harp scream. "Aha!" And the giant came and run to Jack. Jack climbed down to his house and took the axe and cut the beanstalk fastly. And the giant fell down and death.

Now Jack and his mother lived happy ever after with the hen and the harp. They lived happily ever after.

GO FOR IT!



GOOD LUCK!

Give me good score mss! :)

NAME : Rizka Dinda W

CLASS/ NUMBER : XI IPA 1/30

Write a narrative text about Robin Hood. Make at least 3 paragraphs!



ROBIN HOOD

Robin Hood was a simple man living near the castle of Nottingham. Because of unresolvable matters between Robin Hood and the king, he moved to the jungle. Using his cunning, he fought the cruel king. He knew the king wouldn't look for him there. He dedicated his life to saving poor people under pressure from the king. Poor people wanted to join him. At first, Robin wasn't wanted, but after thinking, he agreed with people and had skill.

In the morning, Robin Hood and his friends exercised with bows and swords to make them not defeat when they battle with the kingdom army. They heard that a king's cart was crossing the forest, so they made plans to steal their wealth. They waited the cart in the jungle. They hid in the brush and trees, dressed like old men. Robin's group robbed the travelers. At first, the cart's people fought against Robin. Robin and his friend threatened them and he finally won and took the king's cart and the people.

Robin and his friend returned to home. In the evening, they made a party with the poor people. They sang, danced, and ate. Robin Hood gave the wealth to the people. They were very happy and enjoyed the party together.

APPENDIX G: STUDENTS' SCORE

THE RESULT OF STUDENTS' WRITING IN ORGANIZATION

No.	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1.	Aditya Harya Putri	2	2	3	3	4	3	4	4
2.	Ahmad Mursyid	2	2	3	3	2	3	3	4
3.	Alfan Dani A.	2	2	3	3	3	3	4	4
4.	Alfi Septiana R.	1	1	2	2	3	3	2	2
5.	Arifah Nur S.	2	2	2	2	3	2	3	3
6.	Arlintang Aprilia S	2	2	1	2	3	3	3	3
7.	Arya Prasada	2	2	2	2	3	3	3	3
8.	Aryo Nur M.	2	2	2	2	3	3	4	4
9.	Danar Sadar Bastia	2	2	3	3	3	3	3	2
10.	Dewanggi Esa D.	2	2	3	3	4	4	4	4
11.	Dian Pradib	2	2	3	3	4	4	4	4
12.	Eighta Maydina	2	3	2	3	3	2	3	4
13.	Farnita K.	3	3	2	2	3	3	4	4
14.	Fatimah Az Zahra	2	2	2	2	3	3	3	3
15.	Fauzi Zaki Ma'ruf	3	2	2	2	3	3	3	3
16.	Guruh Prakoso Putra	2	2	3	3	3	3	3	4
17.	Isnaini F.	3	3	3	3	3	4	4	4
18.	Iyon D. S.	2	2	3	3	3	3	4	4
19.	Jessica M. D. G.	2	2	2	2	3	3	3	3
20.	Johan W.	2	2	3	3	3	3	3	3
21.	Jordan Riyanto	3	2	3	3	4	4	4	4
22.	Khatimatul Chusna	2	3	3	3	4	4	4	4
23.	Lang Jenar Kusasi	2	2	3	3	3	3	3	3
24.	Musthafa W.	3	3	2	3	3	2	4	4
25.	Nana R	3	2	2	2	3	3	4	4
26.	Naufi Fajria A.	2	2	3	2	3	3	3	3
27.	Okka Noviana N.K.	3	2	2	2	3	3	4	4
28.	Retno D. S. A.	2	2	3	2	3	3	3	3
29.	Reynaldo Ilham	2	2	3	3	3	3	4	4
30.	Rista Dinda W.	2	2	3	2	3	3	3	3
31.	Silma Syafira	2	2	2	2	2	2	3	3
32.	Sulthon Syaril Oka	1	1	2	2	2	3	3	3
33.	Syah Agus	2	2	1	1	3	3	4	4
34.	Visby Arsy R. Y.	3	2	2	3	3	4	3	4
	Mean score	2.19	2.11	2.51	2.51	3.03	3.08	3.51	3.56

THE RESULT OF STUDENTS' WRITING IN CONTENT

No.	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1.	Aditya Harya Putri	2	2	2	2	3	3	3	3
2.	Ahmad Mursyid	2	1	2	2	3	3	3	2
3.	Alfan Dani A.	2	2	2	2	3	3	3	3
4.	Alfi Septiana R.	2	2	2	1	3	2	2	2
5.	Arifah Nur S.	2	2	2	2	3	3	3	2
6.	Arlintang Aprilia S	1	1	2	2	3	3	3	3
7.	Arya Prasada	2	1	2	2	3	3	3	3
8.	Aryo Nur M.	2	2	2	2	3	2	3	3
9.	Danar Sadar Bastia	1	2	2	2	3	3	3	3
10.	Dewanggi Esa D.	2	1	2	2	2	3	3	3
11.	Dian Pradib	1	2	2	2	3	3	3	3
12.	Eighta Maydina	2	2	2	2	3	3	3	3
13.	Farnita K.	1	2	2	2	3	3	3	3
14.	Fatimah Az Zahra	2	1	1	1	3	3	2	3
15.	Fauzi Zaki Ma'ruf	2	2	3	3	3	3	3	3
16.	Guruh Prakoso Putra	2	2	2	2	3	3	3	3
17.	Isnaini F.	2	2	2	2	3	4	3	3
18.	Iyon D. S.	1	1	1	1	3	3	3	3
19.	Jessica M. D. G.	1	1	2	2	3	3	3	3
20.	Johan W.	2	3	2	2	4	3	4	4
21.	Jordan Riyanto	2	2	2	2	3	3	3	3
22.	Khatimatul Chusna	2	2	2	2	3	3	3	3
23.	Lang Jenar Kusasi	1	1	1	1	2	2	3	3
24.	Musthafa W.	3	3	3	3	3	3	3	3
25.	Nana R	1	2	2	2	3	3	3	3
26.	Naufi Fajria A.	1	1	1	1	2	2	2	2
27.	Okka Noviana N.K.	1	2	1	1	3	3	3	3
28.	Retno D. S. A.	2	1	3	2	3	2	3	3
29.	Reynaldo Ilham	1	2	3	3	3	3	3	3
30.	Rista Dinda W.	1	2	1	1	2	2	3	3
31.	Silma Syafira	1	1	1	1	2	2	3	3
32.	Sulthon Syaril Oka	1	1	2	1	3	2	3	2
33.	Syah Agus	1	1	2	1	2	3	3	3
34.	Visby Arsy R. Y.	1	2	2	2	3	3	3	3
Mean score		1.58	1.69	1.91	1.83	2.86	2.86	2.97	2.89

THE RESULT OF STUDENTS' WRITING IN VOCABULARY

No.	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1.	Aditya Harya Putri	2	2	2	2	3	3	3	3
2.	Ahmad Mursyid	2	2	2	2	2	2	3	3
3.	Alfan Dani A.	2	2	2	2	3	3	3	3
4.	Alfi Septiana R.	2	2	1	1	2	2	2	3
5.	Arifah Nur S.	1	1	2	2	2	3	2	2
6.	Arlintang Aprilia S	1	2	2	2	2	2	2	2
7.	Arya Prasada	1	2	2	2	2	2	2	2
8.	Aryo Nur M.	2	2	2	2	3	3	3	3
9.	Danar Sadar Bastia	1	1	2	2	2	2	3	3
10.	Dewanggi Esa D.	1	1	2	2	2	2	2	2
11.	Dian Pradib	2	1	2	2	3	2	3	2
12.	Eighta Maydina	2	2	2	2	2	2	3	3
13.	Farnita K.	2	2	2	2	3	3	3	3
14.	Fatimah Az Zahra	2	1	2	2	2	2	2	2
15.	Fauzi Zaki Ma'ruf	2	2	2	2	2	2	3	3
16.	Guruh Prakoso Putra	2	2	2	2	2	2	3	3
17.	Isnaini F.	2	2	2	2	2	2	3	3
18.	Iyon D. S.	2	2	2	2	3	2	3	3
19.	Jessica M. D. G.	2	2	1	1	2	2	3	3
20.	Johan W.	3	2	2	2	3	3	4	3
21.	Jordan Riyanto	2	2	2	2	3	3	4	3
22.	Khatimatul Chusna	1	1	2	2	3	3	3	3
23.	Lang Jenar Kusasi	2	1	2	2	2	2	3	3
24.	Musthafa W.	3	2	2	2	3	3	3	3
25.	Nana R	2	2	2	2	2	2	3	3
26.	Naufi Fajria A.	1	1	2	2	2	2	3	3
27.	Okka Noviana N.K.	1	1	1	1	3	3	3	2
28.	Retno D. S. A.	2	2	3	3	3	3	3	3
29.	Reynaldo Ilham	2	2	3	2	3	3	4	3
30.	Rista Dinda W.	2	2	2	2	3	3	3	2
31.	Silma Syafira	1	1	1	1	1	1	2	2
32.	Sulthon Syaril Oka	1	1	2	2	2	2	3	3
33.	Syah Agus	2	1	2	2	3	3	3	3
34.	Visby Arsy R. Y.	2	2	2	2	3	3	3	3
Mean score		1.75	1.64	1.94	1.91	2.47	2.44	2.94	2.77

THE RESULT OF STUDENTS' WRITING IN LANGUAGE USE

No.	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1.	Aditya Harya Putri	2	2	2	3	3	3	3	3
2.	Ahmad Mursyid	3	2	2	3	3	3	4	4
3.	Alfan Dani A.	2	2	3	3	4	4	3	3
4.	Alfi Septiana R.	1	2	2	2	3	2	1	2
5.	Arifah Nur S.	3	2	3	2	3	3	3	3
6.	Arlintang Aprilia S	2	2	2	2	2	2	2	2
7.	Arya Prasada	2	2	2	2	4	3	4	3
8.	Aryo Nur M.	2	2	2	3	3	3	3	3
9.	Danar Sadar Bastia	3	2	2	2	3	3	3	3
10.	Dewanggi Esa D.	2	2	3	2	4	3	3	3
11.	Dian Pradib	3	3	2	2	3	3	4	4
12.	Eighta Maydina	2	2	2	2	3	3	3	3
13.	Farnita K.	2	2	2	2	3	3	3	3
14.	Fatimah Az Zahra	2	2	1	2	3	3	3	3
15.	Fauzi Zaki Ma'ruf	2	2	2	2	3	3	2	2
16.	Guruh Prakoso Putra	3	3	3	2	3	3	2	3
17.	Isnaini F.	2	3	3	3	4	3	3	3
18.	Iyon D. S.	1	2	2	2	3	3	3	3
19.	Jessica M. D. G.	2	2	2	2	2	2	3	3
20.	Johan W.	2	2	3	2	3	3	4	4
21.	Jordan Riyanto	2	2	3	2	3	3	3	3
22.	Khatimatul Chusna	3	3	2	2	3	3	3	3
23.	Lang Jenar Kusasi	2	2	3	2	3	3	4	3
24.	Musthafa W.	3	3	2	2	3	3	3	3
25.	Nana R	3	2	3	3	4	3	3	3
26.	Naufi Fajria A.	1	1	2	2	3	3	3	3
27.	Okka Noviana N.K.	2	2	3	2	3	3	3	3
28.	Retno D. S. A.	1	1	2	2	3	3	2	2
29.	Reynaldo Ilham	3	2	2	2	2	2	3	3
30.	Rista Dinda W.	3	2	3	2	2	2	3	3
31.	Silma Syafira	2	2	2	2	2	2	3	3
32.	Sulthon Syaril Oka	2	2	2	2	2	2	3	3
33.	Syah Agus	2	2	2	2	2	3	3	3
34.	Visby Arsy R. Y.	2	2	2	2	3	3	3	3
Mean score		2.00	2.08	2.34	2.23	2.80	2.86	3.14	3.05

APPENDIX H: ATTENDANCE LIST

STUDENTS ATTENDANCE

No.	Name	16/3/13	21/3/13	23/3/13	28/3/13	30/3/13	04/4/2013	06/3/2013
1.	Aditya Harya Putri	V	V	V	V	V	V	V
2.	Ahmad Mursyid	V	V	V	V	V	V	V
3.	Alfan Dani A.	V	V	V	V	V	V	V
4.	Alfi Septiana R.	V	V	V	V	V	V	V
5.	Arifah Nur S.	V	V	V	V	V	V	V
6.	Arlintang Aprilia S	V	V	V	V	V	V	V
7.	Arya Prasada	V	V	V	V	V	V	V
8.	Aryo Nur M.	V	V	V	V	V	V	V
9.	Danar Sadar Bastia	V	V	V	V	V	V	V
10.	Dewanggi Esa D.	V	V	V	V	V	V	V
11.	Dian Pradib	V	V	V	V	V	V	V
12.	Eighta Maydina	V	V	V	V	V	V	V
13.	Farnita K.	V	V	V	V	V	V	V
14.	Fatimah Az Zahra	V	V	V	V	V	V	V
15.	Fauzi Zaki Ma'ruf	V	V	V	V	V	V	V
16.	Guruh Prakoso Putra	V	V	V	V	V	V	V
17.	Isnaini F.	V	V	V	V	V	V	V
18.	Iyon D. S.	V	V	V	V	V	V	V
19.	Jessica M. D. G.	V	V	V	V	V	V	V
20.	Johan W.	V	V	V	V	V	V	V
21.	Jordan Riyanto	V	V	V	V	V	V	V
22.	Khatimatul Chusna	V	V	V	V	V	V	V
23.	Lang Jenar Kusasi	V	V	V	V	V	V	V
24.	Musthafa W.	V	V	V	V	V	V	V
25.	Nana R	V	V	V	V	V	V	V
26.	Naufi Fajria A.	V	V	V	V	V	V	V
27.	Okka Noviana N.K.	V	V	V	V	V	V	V
28.	Retno D. S. A.	V	V	V	V	V	V	V
29.	Reynaldo Ilham	V	V	V	V	V	V	V
30.	Rista Dinda W.	V	V	V	V	V	V	V
31.	Silma Syafira	V	V	V	V	V	V	V
32.	Sulthon Syaril Oka	V	V	V	V	V	V	V
33.	Syah Agus	V	V	V	V	V	V	V
34.	Visby Arsy R. Y.	V	V	V	V	V	V	V

APPENDIX I :

PHOTOGRAPHS



The researcher explained about narrative text to students by discussing example of narrative text.



The students were busy to write their draft of a narrative text in groups



The students was exited to write the answer in the white board



The students write an outline in pairs

APPENDIX J:

PERMIT

LETTER



KEMENTERIAN AGAMA MADRASAH ALIYAH NEGERI (MAN) YOGYAKARTA II

JALAN KH. A. DAHLAN 130 YOGYAKARTA KP. 55261 TELEPON/FAX : 0274-513347

Website: <http://www.manjogjadia.net> Email : man_jogja2@yahoo.com

SURAT KETERANGAN

Nomor : Ma.12.2/TL.00/0416/2013

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri Yogyakarta II, dengan ini menerangkan, bahwa :

Nama : Kamalia Rifa Eliya
No. MHS/NIM : 08202244007
Jurusan/Program Studi : Fak. Bahasa dan Sastra / Universitas Negeri Yogyakarta
Alamat Perguruan Tinggi : Karang Malang, Yogyakarta 55281, Telp. (0274) 586168

Telah melaksanakan penelitian di Madrasah Aliyah Negeri Yogyakarta II pada tanggal 14 Maret s.d 06 April 2013 dengan judul IMPROVING STUDENTS' SKILLS OF WRITING NARRATIVE TEXTS BY USING COMIC STRIPS FOR THE ELEVENTH GRADE STUDENTS OF SCIENCE CLASS OF MAN YOGYAKARTA II IN THE ACADEMIC YEAR OF 2012/2013.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk digunakan sebagaimana mestinya.

Yogyakarta, 24 April 2013



Kepala

Drs. H. PAIMAN, MA
NIP 19610505 198703 1 003

Tembusan Yth:

1. Dekan FBS Universitas Negeri Yogyakarta
2. Ka. Jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta